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1919/20

New Mexico
Normal University
Bulletin

No. 66

AUGUST

1920

The
State Teachers' College

Annual Catalog
1919-1920

Calendar
1920-1921
1921-1922

Las Vegas, New Mexico

NEW MEXICO NORMAL UNIVERSITY BULLETIN

NO. 66

AUGUST

1920

The New Mexico Normal University is neither partisan nor sectarian, yet it inculcates loyalty to the highest ideals of life. It aims to inspire its students to live in harmony with the highest moral, religious, political, social and professional ideals of the world.

Las Vegas, New Mexico

Published by the New Mexico Normal University in February, April, May, August and November.

Entered as Second-Class Matter, July 18, 1905, at the Postoffice at East Las Vegas, New Mexico, Under Act of Congress of July 16, 1891.

Autumn Term, 1920

September 6, Monday (at 9 a. m.) Training School Registration
September 6, Monday (at 2. p. m.) Faculty Meeting
September 7, Tuesday High School and College Registration
September 8, Wednesday Class Work Begins
November 17, 18 and 19, Wednesday Thursday, Friday
Examinations
November 20 to Wednesday, November 24
State Teachers Association
November 25 and 26, Thursday and Friday
Thanksgiving Vacation

November 29, Monday.....Registration
December 23, Thursday noon, to January 2.....
.....Christmas Vacation
January 3, Monday.....Class Work Begins
February 24 and 25, Thursday and Friday.....
.....Examinations

February 28, Monday.....Registration
 March 23, Wednesday.....Easter Vacation
 March 29, Tuesday.....Class Work Begins
 May 19 and 20, Thursday and Friday.....Examinations
 May 22, Sunday.....Baccalaureate
 May 23, Monday.....Welfare Department Exhibit
 May 24, Tuesday..Fine Arts and Household Arts Exhibit
 May 25, Wednesday.....Class Play
 May 26, Thursday.....Commencement

Summer School, 1921

June 1, Wednesday (at 9 a. m.)	Faculty Meeting
June 1, Wednesday (at 1:30 p. m.)	Training School Registration
June 2, 3, and 4, Thursday, Friday and Saturday	Registration
June 4, Saturday	Lessons Assigned
June 6, Monday	Class Work Begins
July 1 and 2, Friday and Saturday	State Examinations
July 26 and 27, Tuesday and Wednesday	School Examinations
July 28, Thursday	Commencement
July 28, Thursday noon, to July 30, Saturday noon	State Examinations
August 1, Monday to August 26, Friday	Continuation Term

Autumn Term, 1921

September 5, Monday (at 9 a. m.)	Training School Registration
September 5, Monday (at 2 p. m.)	Faculty Meeting
September 6, Tuesday	High School and College Registration
September 7, Wednesday	Class Work Begins
November 16, 17 and 18 Wednesday noon to Friday noon	Examinations
November 19 to 23	State Teachers Association
November 24 and 25, Thursday and Friday	Thanksgiving Vacation

Winter Term, 1921-1922

November 28, Monday	Registration
December 23, Friday noon to January 2, noon	Christmas Vacation
January 3, Tuesday	Class Work Begins
February 23 and 24, Thursday and Friday	Examinations

Spring Term, 1922

February 27, Monday..... Registration
 April 12, Wednesday to Monday, 17.... Easter Vacation
 April 18, Tuesday..... Class Work Begins
 May 18 and 19, Thursday and Friday.... Examinations
 May 21, Sunday..... Baccalaureate
 May 22, Monday..... Welfare Department Exhibit
 May 23, Tuesday.. Fine Arts and Household Arts Exhibit
 May 24, Wednesday..... Class Play
 May 25, Thursday..... Commencement

Summer School 1922

May 31, Wednesday (at 9 a. m.)..... Faculty Meeting
 May 31, Wednesday (at 1:30 p. m.).....
 Training School Registration
 June 1, 2, and 3, Thursday, Friday and Saturday.....
 Registration
 June 5, Monday..... Class Work Begins
 June 30 and July 1, Friday and Saturday.....
 State Examinations
 July 25 and 26, Tuesday and Wednesday.....
 School Examinations
 July 27, Thursday morning..... Commencement
 July 27, Thursday noon to July 29, Saturday noon....
 State Examinations
 July 31, Monday, to August 25, Friday.....
 Continuation Term

Autumn Term, 1922

September 4, Monday (at 9 a. m.).....
 Training School Registration
 September 4, Monday (at 2 p. m.)..... Faculty Meeting
 September 5, Tuesday
 High School and College Registration
 September 6, Wednesday..... Class Work Begins

BOARD OF REGENTS

The Honorable F. O. Blood, President..... Las Vegas
 The Honorable Mrs. Helen M. Raynolds, Secy-Treas...
 Las Vegas
 The Honorable Benito F. Baca..... Las Vegas
 The Honorable Horace W. Kruse..... Raton
 The Honorable Roman Gallegos..... San Jose

FACULTY

FRANK H. H. ROBERTS
B. PED., PH. B., A. M., PH. D., LL. D.
President

Professor of Sociology

B. Ped. and Ph. B., Ohio University. A. M., Kenyon College. Ph. D. and LL. D., University of Denver. Teacher, Principal and Superintendent in public school system 15 years. Life Certificates. Principal of the Wyoming State Normal School and Professor of Education of the University of Wyoming. Professor of History and Civics, University of Denver seven years. Extra-Mural Professor of History, University of Denver, 1910—. President of New Mexico Educational Association, 1916-17. President of New Mexico Normal University, 1910—.

FRANK CARROON, M. PED., A. B., A. M.,
Dean

Professor of Psychology

Graduate of Indiana State Normal School. A. B., University of Indiana. M. Ped., New Mexico Normal University. A. M., University of Denver. Head of Department of English, Columbus High School, Indiana. Teacher of English, Roswell High School, New Mexico. Indiana State Life Certificate and New Mexico Life Certificate. Professor of English, New Mexico Normal University, 1909-10; Dean and Professor of Psychology and Education, 1910-17; Dean and Professor of Psychology, 1917—.

TOM G. RODGERS, A. B., A. M.
Assistant-Dean for the College and High School

Professor of Mathematics

A. B., University of Tennessee. A. M., University of Wisconsin. Graduate student of University of Missouri. of John Hopkins University, and of University of Chi-

cago. Instructor in Mathematics, University of Tennessee, two years. Principal of schools in Minnesota six years, and in Alabama two years. Assistant-Principal, Principal, and Teacher of Mathematics in Roswell High School. Department of Mathematics, New Mexico Normal School, 1910-14. Assistant-Dean and Professor of Mathematics, New Mexico Normal University, 1914—.

ARTHUR HENRY VAN HORNE, A. B., A. M.
Professor of Latin and Greek

Librarian

A. B., University of Michigan. A. M., University of Denver. Student of State Teachers' College, Ypsilanti, Michigan; Student of University of Colorado. Teacher in public school systems fourteen years. State Life Certificate of Michigan, and Five-Year Certificate of South Dakota. Professor of Latin and Greek and Librarian, New Mexico Normal University, 1911—.

SUSIE DEANE WHITAKER
Private Secretary to the President

Graduate of Gem City Business College, Quincy, Illinois. Student of State Normal School, Kirksville, Missouri, and of the University of Missouri. Postgraduate Student of Gem City Business College. Professor of Commerce, New Mexico Normal University, 1911-15; and Private Secretary to the President, 1911—.

BESSIE WATT, A. B.

Critic Teacher, First and Second Grades

A. B., including complete professional training of Normal Department, followed by graduate work, Baker University, Kansas. Graduate Student of Chicago University one year. Teacher in elementary and high schools of Kansas. Institute lecturer. Critic Teacher, New Mexico Normal University, 1911-16 and 1917—.

*** MARIE LOUISE SENEAL, B. PED., M. PED., A. B.**

Director of Music and Fine Arts

B. Ped., M. Ped., A. B., Teachers' College, Greeley, Colorado. Special soloist and graduate of Thomas Normal School, Detroit, Michigan. Student of Miss Jennie M. Stoddard, Detroit, Michigan. State Life Certificates of Colorado and Michigan. Teacher in public school systems eight years. Teacher of Music, Clarion State Normal, Pennsylvania. Director of Music and Fine Arts, New Mexico Normal University, 1914—.

CLARENCE F. LEWIS, A. B.

Professor of Physical Science

Director of Boy's Athletics

A. B., University of Denver. State Certificate of Colorado. Teacher of Science and Physical Director, Lamar Union High School, Colorado. In Federal Army Service, October, 1917, to January 1, 1918. Professor of Physical Science, Assistant-Professor of Mathematics and Director of Boy's Athletics, New Mexico Normal University, 1914—.

MARGARET J. KENNEDY, B. LITT., A. B.

Professor of English

B. Litt., A. B., University of Wisconsin. Instructor in Wisconsin High Schools three years. Assistant Principal and Superintendent of Barron Schools, Wisconsin, three years. Instructor in English, Roswell High School, New Mexico, three years. One year's study abroad, visiting homes of all the noted English writers, preparing lectures for literature classes, based upon observation and travel. Professor of English, New Mexico Normal University, 1915—.

*** LOUISE CONSUELO JARAMILLO, B. PED., M. PED.**

Assistant in Music and Fine Arts

B. Ped., M. Ped., New Mexico Normal University. Assistant in Music, New Mexico Normal University 1915-16; and Assistant in Music and Fine Arts, 1916—.

* Resigned August 1, 1920.

VICTORIA G. WILHELMY MILLER, B. A. IN ED.
Director of Student Welfare

Graduate of Battle Creek Normal School of Physical Education. Bachelor of Arts in Education New Mexico Normal University. Director of Physical Education in Grand Junction Public Schools, Colorado. Bachelor of Arts in Education. Director of Student Welfare, New Mexico Normal University, 1917 (January)—.

* **SYLVIA MARIA VOLLMER, B. PED., M. PED., A. B.**
Professor of Romance Languages

B. Ped., M. Ped., New Mexico Normal University. A. B., University of California. Student of Notre Dame, Arnsberg, Germany, one year, and of Sacred Heart College, Granada, Spain, one year. Assistant in Spanish, New Mexico Normal University, 1917-19. Professor of Romance Languages, New Mexico Normal University, 1919—.

ALASKA N. DAVIS, B. PED.
Critic Teacher, Third and Fourth Grades

B. Ped., New Mexico Normal University. Student of Kansas State Normal, and of the University of California. Teacher in elementary schools eight years. New Mexico Life Certificate. Critic Teacher, New Mexico Normal University, 1918 (January)—.

CHARLES WESLEY MOTTINGER, A. B.
Assistant-Dean for the Training School

Professor of Education

Graduate, State Normal, Peru, Nebraska. A. B., University of Nebraska. State Certificates for Nebraska and Colorado. Rural Schools of Nebraska, five years. Superintendent of Schools at Merna, Nebraska five years. Principal of High School at University Place, Nebraska, one year. Principal of High School at Lamar, Colorado, three years. Principal of High School, Roswell, New

* On leave of absence to attend University of Illinois.

Mexico, two years. Professor of Education, New Mexico Normal University, 1918—.

VERNA WIRT, A. B.
Professor of Household Arts

A. B., in Home Economics, University of Illinois. Graduate from Home Economics Department, Illinois State Normal University. Student at Columbia University. Teacher of Home Economics in high schools of Illinois three years and of North Dakota two years. Head of Home Economics Department, New Mexico Normal University, 1919—.

E. RUTH ZEIGLER, B. PED., M. PED., A. B. in ED.
Critic Teacher, Sixth Grade

B. Ped., M. Ped., and A. B. in Education, New Mexico Normal University. Student for three years in the University of Cincinnati. Student two years in Warrensburg State Normal, Missouri. Teacher of English in the High School at Belen two years. Teacher in Elementary Schools for seven years. Holds New Mexico Life Certificate. Sixth Grade Critic Teacher, New Mexico Normal University, 1919—.

MAY L. BUELL, B. PED.
Critic Teacher, Fifth Grade

B. Ped., New Mexico Normal University. Holds New Mexico Life Certificate. Teacher in Elementary Schools of New Mexico for ten years. Fifth Grade Critic Teacher, New Mexico Normal University, 1919—.

MAY REES, B. PED., M. PED.
Supervisor of Rural Education

B. Ped., and M. Ped., New Mexico Normal University. Holds Colorado State Certificate and New Mexico Life Certificate. Experience in rural schools of Colorado as Principal and grade teacher, five years. Principal of Lucero Ward School at Las Cruces, eight years. Supervisor of Rural Education, New Mexico Normal University, 1919—.

LENA ELDRIDGE, B. PED., M. PED., A. B. in ED.
Assistant in Spanish

B. Ped., M. Ped., A. B. in Education, New Mexico Normal University. Student in University of Southern California and in the University of Washington. Teacher and supervisor in elementary and high schools of Kansas and New Mexico. Institute Instructor. Eighth Grade Critic Teacher, New Mexico Normal University, 1919—.

LEROY L. BURRELL, B. S.
Professor of Biology and Agriculture

B. S. in Agriculture, Michigan State College of Agriculture. Practical experience in farming, fruit growing and dairying. Three years experience teaching in the rural schools of Michigan; two years experience as Horticulturist and Industrial Teacher in the Federal Indian Service on the Navajo Reservation in San Juan County, New Mexico; two years as Assistant in Horticulture at the Maryland State College of Agriculture; one year as head of the Horticultural Department of the Lyndon School of Agriculture in Vermont; and three years as County Agent and Boys Club Leader in Kent County, Maryland. Professor of Biology and Agriculture, New Mexico Normal University, 1920—.

ETHEL L. FARRELL, B. S., B. of ACCT.
Professor of Commerce

B. S., Valparaiso University; B. of Acct., Valparaiso University; Diploma, Gregg School, Chicago. Two years extension work in University of Chicago; student at the Whitewater State Normal, Wisconsin, one summer. Teacher in High School, Elgin, Illinois, five years; teacher in Public School, Elgin, Illinois, three yaers. Head of Department of Commerce, Sault Ste. Marie, Michigan, 1917-1918. Teacher of Commerce, State Teachers College, Cape Girardeau, Missouri, 1918-1920. Professor of Commerce, New Mexico Normal University, 1920—.

LILLIAN CAVETT, A. M.
Critic Teacher Seventh Grade

A. M., Memphis Conference Female Institute, Jackson, Tennessee. Graduate in Expression and Physical

Training. Student, Chicago Musical College, Dramatic Department. Student, Emerson College of Oratory, Boston, Massachusetts. Arkansas State Certificate, and Memphis City Certificate. Instructor in Mathematics and Science, Memphis Conference Female Institute, Jackson, Tennessee. Instructor in Mathematics and Science, Silliman Collegiate Institute, Clinton, Louisiana. Teacher in Memphis City Schools, ten years. Seventh Grade Critic Teacher, New Mexico Normal University, 1920—.



FOREWORD

In 1893 the Honorable Felix Martinez and Senator Albert B. Fall, members of the Territorial Council of New Mexico, prepared a bill and secured its passage, creating the "New Mexico Normal School at Silver City" and the New Mexico Normal School at Las Vegas." By special law the name of the Normal School at Las Vegas was changed to the New Mexico Normal University in 1899, and its powers were enlarged so that the school might exercise the functions of a college of education. Such a school has a double purpose: to train young men and women to be efficient teachers, who are leaders in the higher and better phases of the social life of the state; and to furnish a pedagogical laboratory, where theories of education are tested.

The Normal University has striven to fulfill this two-fold mission during its entire existence, believing, with the founders of the institution, that it cannot serve the state adequately without co-ordinating these two functions—teacher training and reseach.

In addition to preparing teachers for every section of the state the New Mexico Normal University has contributed to every advance made in pedagogical thought and practice. Its faculty members have contributed to the solution of the Teaching of English to Spanish-speaking children. It is now carrying on an experiment in the movement for the reorganization of secondary mathematics that has attracted the attention of the educational world and has already become a leader in the movement for a more intelligent testing of children.

The school is recognized by the great universities, as doing work of the first order and its graduates are granted certificates, without examination, in such progressive states as New Mexico, California, Washington, Idaho, and twenty others.

GENERAL INFORMATION

Location

The New Mexico Normal University is located in Las Vegas, New Mexico, on the A. T. and S. F. railroad. It is not far from the geographic center of the state and is readily accessible to students from all portions of the state.

Climate

The climate of Las Vegas is exceptional in the fact that it is equable, rarely very cold and never very warm. Through the spring and summer months students work with the same comfort that students in other states experience during the most pleasant months of the year. Las Vegas is free from mosquitos, chigres, and other annoying insects.

Buildings

The New Mexico Normal University occupies a magnificent brown sandstone building that stands on a slight elevation overlooking the larger portions of the city, and, in addition thereto, has use of the National Guard Armory.

During the summer months, by permission of the Board of Education of Las Vegas, one of its handsome buildings is used for Normal purposes. There are two dormitories for girls. Plans have been completed for the addition of two beautiful buildings in the Romanesque style of architecture, to be known as the Ilfeld Auditorium and as the Administration Building. These buildings and Springer Hall are shown in the frontispiece:

Schools

The schools comprised in the Normal University, are as follows:

- Training School (Grades 1 to 8.)
- High School (Grades 9 to 12.)
- Normal School (Grades 13 to 14.)
- Teachers College (Grades 13 to 16.)

Departments

The six great groups of educational materials—Art, Languages, Mathematics, Philosophy, Science, and Social Science—are taught through the following departments, each headed by a specialist in that field:

Agriculture	Library Arts
Ancient Languages	Manual Arts
Biological Science	Mathematics
Commerce	Modern Languages
Education	Oratory
English	Physical Science
Music and Art	Psychology
History	Social Science
Household Arts	Student Welfare

Summer Session

The Normal University conducts a Summer Session which begins the first Thursday in June and continues eight weeks. The members of the faculty are chosen from the regular faculty and other experienced teachers.

All grades of the Training School, of the High School, of the Normal School, and of the College are maintained.

For complete information write for the Summer Bulletin.

Equipment

The institution is well equipped for efficient work, with books, physical and chemical apparatus, machines, globes, maps, charts and artifacts. Each department has adequate equipment in its own special line.

Railroad Fare

A bona-fide student that will sign a statement of residence in New Mexico and intent to teach in New Mexico, may have transportation, less \$3.00 each way, returned, after eight weeks attendance at the Normal University, as governed by law. Provided, that persons coming by automobile will be allowed 4c per mile for distance traveled, less 75 miles each way.

TAKE A RECEIPT FOR EVERY TICKET YOU BUY. RECEIPT FOR AUTOMOBILE FARE SHOULD STATE THE ACTUAL DISTANCE TRAVELED, AS WELL AS THE AMOUNT PAID, IN ORDER THAT PROPER SETTLEMENT MAY BE MADE.

Text Books

The best books obtainable are used in all the classes. These are furnished free to students.

Room and Board

Many students room and board in the city where clean, wholesome food may be had at prices ranging from \$25 to \$35 per month. At La Casa de Ramona, room and board at present, do not exceed \$25 per calendar month.

In 1920-21 room and board will not exceed \$27.50 per month, with \$1.50 discount, if paid in advance, and less will be charged if prices will permit. For definite statement of cost, write the president.

Many students bring their mothers or other relatives who do light housekeeping, and thus reduce expenses.

La Casa de Ramona

The students living at La Casa de Ramona have many advantages. Their rooms are completely and beautifully furnished. The building contains a commodious dining room, two bath-rooms, and a shower bath; and there is a laundry in which students may launder their own linen without extra expense. Students bring neither furniture nor bedding—nothing but a napkin ring.

There is now a dormitory annex where an additional number of girls are taken care of.

Students must furnish their own electric light bulbs.

Advantages

Graduates of the New Mexico Normal University are aided in securing positions. Superintendents and principals from all portions of the state write requesting the Normal University to nominate teachers for all phases of school work. Several hundred of the teachers of New Mexico have been enrolled in the Normal University.

Welfare of Students

The moral, physical and social welfare of the students is a matter of constant concern. Such amusements as are found to be objectionable to many citizens of the state are not indulged in; but games and plays that de-

velop the physical side of the student are encouraged. Students have their choice of several churches that are presided over by men of ability. A wonderful spirit of co-operation and high-mindedness has been developed, and graduates go out to make better the communities in which they teach.

Athletic Association

This associaton has developed intra-school athletics until almost every student in the school is taking part in some game. The result is marvelous and the satisfaction of the student is marked. Athletics do not exist for the few, but for all the school.

Literary Societies

There are two literary societies, which together publish regularly an eight-page or ten-page paper,—“The Trigonian News.” The Trigonian Society is a boys’ organization; and the Philomathean Society is composed of girls.

Oratorical Association

The State Oratorical Contest is divided into three sections. The Normal University sends representatives to each of the sections, and its contestants stand high among the winners.

Prizes

To add to the interest in school work, generous residents of Las Vegas have from time to time given various prizes. The winners are announced at an assembly the morning after commencement.

Alumni Association

The Alumni Association is of value to the institution. It has been the custom of the Association, from year to year, to hold a banquet on Wednesday night of Commencement Week, but during the war and the period of the high cost of living, the banquet has been suspended.

Special Lectures

In recent years students have been permitted to hear such outstanding persons as Ida Kruse McFarlane of the University of Denver; A. E. Winship, of Boston; President Henry Lawrence Southwick of the Emerson College of Oratory; P. P. Claxton of the National Bureau of Education; Harold W. Fogt, author and educator; Mary Austin, author and lecturer; Harriett Monroe, editor of "Poetry—A Magazine of Verse."

Library

The library is large and well chosen. The books are at the service of the state. For ten years the school has sent its books into every section of the state. If you want a book, write the school your needs.

This school is depository for government publications.

The Faculty

The Regents have spared no pains in securing the best trained teachers that can be secured. In so far as possible they have employed teachers that are both Normal and College trained.

Discipline

The young men and women who come to this institution soon learn that they are expected to be ladies and gentlemen, and public opinion will tolerate no other conduct. Consequently this institution is self-governing in the truest and best sense. Whether students live at the dormitory or in the city, they are subject to constant watchful care.

Entrance Requirements

As the Normal University maintains grades from the Primary to and through full College curricula, there is no difficulty in obtaining admission into this institution. Students who have attended other schools should bring with them their credits properly certified. Credits from standard schools will be accepted without question and according to the standards adopted by the State Board of

Education. Those from schools that have not been accredited by proper state authority will be accepted for whatever they may be worth.

Graduation, Degrees and Diplomas

The following credits are required for graduation:

From Four-Year High-School Curriculum (Grades 9 to 12)	16 units
From Two-Year Normal-School Curriculum (Grades 13 to 14), Degree of Bachelor of Pedagogy	96 hours
From Three-Year Teachers-College Curriculum (Grades 13 to 15), Degree of Master of Pedagogy	144 hours
From Four-Year Teachers-College Curriculum (Grades 13 to 16), Degree of Bachelor of Arts in Education.....	192 hours

A High School "unit" is defined as the work carried with preparatory study five recitation periods weekly for thirty-six weeks. A recitation "period" must be forty-five minutes; but the Normal University's recitation periods are fifty minutes in the clear. A portion of the fifty-minute period may be used for supervised study or an elaboration of the lesson-assignment. In high school courses requiring both recitation and laboratory work, a unit's work consists of three recitations and two double laboratory periods weekly for thirty-six weeks. In strictly laboratory courses, in either high school, normal, or college work, two laboratory periods are equivalent to one recitation period.

A diploma is granted upon completion of curriculum. But no degree is granted for less than three terms of work in the Normal University, during which time at least forty-five hours must be earned. Only one degree will be conferred at any one commencement exercise. Any person who has already received one degree must complete one additional term of residence, earning at least fifteen hours additional credit, before receiving the next degree.

Definition of Term-Hour

The measure of all work above the High School is the term-hour, which consists of five recitation periods per

week of fifty minutes each for twelve weeks. Where laboratory work is concerned, two laboratory periods are considered the equivalent of one recitation period for which outside preparation has been required.

Tuition

The regular fees for one term are as follows:

Summer School	\$5.50
Normal School (fees only)	3.75
High School	3.75
Seventh and Eighth Grades	3.75
Fifth and Sixth Grades	3.15
Third and Fourth Grades	2.75
First and Second Grades	2.40

Correspondence fee:

Correspondence (High School), per unit	\$12.00
Correspondence (College), per term-hour	1.00

In case the student pays on the day of registration:

Summer School	\$5.00
Normal School (fees only)	3.40
High School	3.40
Seventh and Eighth Grades	3.40
Fifth and Sixth Grades	2.80
Third and Fourth Grades	2.50
First and Second Grades	2.10

There is a special fee of fifty cents a term for the use of chemicals and a deposit of two dollars to cover breakage, required of all students taking chemistry. An additional fee of twenty-five cents a term is required of students taking biology or physics.

Deposits

The following deposits must be made before a student can be registered:

Training School (book deposit)	\$4.00
High School and College (book deposit)	5.00
Summer School	5.00
For Chemistry (additional)	2.00
Correspondence Course (book deposit)	5.00

THE TRAINING SCHOOL

Organization and Faculty

The Training School comprises the first eight grades. It is under the immediate direction and supervision of the Assistant-Dean for the Training School. Each grade is in charge of a Critic Teacher, who teaches at all times except during the Student-Teachers' practice-teaching periods. The Critic-Teachers teach before the Normal-Training Observers; and they supervise the Normal-Training Practice-Teachers. The "special subjects," including physical training, manual arts, household arts, fine arts, music, Spanish, etc., are taught by the faculty members of the respective departments.

The Critic Teachers offer courses in methods dealing with their particular grades.

Observation and Practice Teaching

It is the policy of the school that all Supervisors and Critic Teachers of the Training School shall have been educated in Normal Schools and have had in addition thereto University training. The opportunity of observing a thoroughly educated and widely-experienced teacher deal with the problems of the school room, and then to teach under such a teacher, is of inestimable value not only to young teachers but also to those who have had experience in either rural or city schools. Those who have attended the summer school have learned the value of this department, and each year a larger number enroll for observation and practice-teaching. The value of observing first-class teachers at work is recognized everywhere that good teaching is required. In many states, to secure a certificate without examination, practice-teaching is required. It aids in securing a professional certificate in this state. This work is as important to the high school teacher as to the elementary school teacher. The Normal University gives observation work and practice-teaching in the High School also.

Conference Periods

The Dean of the Training School holds weekly conferences, attended by Critic Teachers, the students who are practice-teaching, who are observing, and who are in

the Methods Classes. Reports are made, criticisms offered, and demonstrations of Methods given by the Critic Teachers. Heads of the various departments of College and High School appear before this conference and discuss various questions of Methods bearing on their work. Free discussion is permitted to all attending the conference.

Elementary School Curriculum

The curriculum of the eight grades of the Training School is practically that which is required in the "State Course of Study," but is more complete. The methods of teaching employed in the Training School are those presented in the Normal and College courses in the Departments of Psychology and Education.

A "Training School Manual" for the New Mexico Normal University is now in preparation, to be issued later.

Rural Teachers' Training Curriculum

In accordance with state laws, the Regents have organized the Department for the Training of Teachers for Rural Schools. The curriculum, as adopted by the Board of Regents and approved by the State Board of Education, is as follows:

First Semester

Arithmetic	5 periods a week, 18 weeks
English	5 periods a week, 18 weeks
Spanish	3 periods a week, 18 weeks
Domestic Science	2 periods a week, 18 weeks
United States History	3 periods a week, 18 weeks
New Mexico Hist. and Civics, 2 periods a week, 18 weeks	
Physiology and Hygiene....	3 periods a week, 18 weeks
Geography	2 periods a week, 18 weeks
Observation	2 periods a week, 18 weeks

Second Semester

English	5 periods a week, 18 weeks
Arithmetic	3 periods a week, 18 weeks
Reading	2 periods a week, 18 weeks
Spanish	3 periods a week, 18 weeks
Domestic Science.....	2 periods a week, 18 weeks
Music	3 periods a week, 18 weeks

Drawing	2 periods a week, 18 weeks
Penmanship	3 periods a week, 18 weeks
Orthography	2 periods a week, 18 weeks
Practice Teaching	

Summer School

Primary Methods	8 weeks
Agriculture	8 weeks
School Management	8 weeks
Pedagogy	8 weeks

The students in this department are of two classes: (1) those appointed by the Superintendent of Public Instruction; and (2) those who have the same qualifications and desire the same line of work, but have not been appointed. A graduate of this department receives a second grade certificate, good for two years.

RULES FOR CORRESPONDENCE

All correspondence about Extension Courses should be addressed to the President, since a record is kept in the office of all lessons sent out and received.

1. High School courses are arranged in thirds of units, each third costing \$4.00. College studies are arranged in five hour term credits, each credit costing \$5.00.
2. A book deposit of \$5.00 entitles the student to the use of all necessary books. The deposit is returned, less 25 per cent of the value of the books used and the postage, when books are returned.
3. No lessons or books are sent out until tuition is paid and a book deposit made.
4. A reasonable time in which to finish the work is allowed. Unless a good excuse is given for not finishing the work within one year, the right of the student will be cancelled and no refund of tuition will be made; **THE TUITION WILL BE TRANSFERRED TO THE STUDENT AID FUND.**
5. The amount of textbook work will vary with the course, but in all cases will exceed the requirements of the regular class work at the Normal University.

6. Be sure you mark your paper with:

Date,

Subject

Name and address,

Number of the lesson answered.

7. Accompany each lesson with a letter, stating that you are mailing therein an answer paper, with the description of the same.

Questions must be returned with answers.

8. The teacher will determine the number of lessons to be given in each course.
9. All questions should be fully discussed. This is the only means to judge your grasp of the subject matter, so be very clear in your statements.
10. If you desire the corrected paper to be returned, enclose a self-addressed and stamped envelope for that purpose.
11. There will be an examination in all cases, to be properly supervised.

THE
HIGH SCHOOL
CURICULA
AND
COURSES

EXPLANATION OF CURRICULA AND COURSES

(How to use the bulletin)

The high school curricula are all four years in length. To ascertain which one of the several curricula the pupil wishes to pursue, he should look first at the **GENERAL** curriculum. This presents all the requirements which he is to study, whether he pursues this or any other curriculum. If he pursues this curriculum, he pursues all the required subjects each successive year, and he elects his extra subjects each year from the accompanying list of electives.

If the pupil desires to pursue one of the "special" curricula he nevertheless pursues all the requirements of the general curriculum, but also pursues (in lieu of electives) the especial requirements stated in the respective curriculum of his choice.

The **general** and **special** curricula are presented in the order above-mentioned. Following the curricula are the **courses** of studies offered, classified by **departments**, in the alphabetical order of departments.

In both the curricula and the courses, the courses are numbered; and the autumn, winter, and spring terms of twelve weeks each are designated by (a), (b), and (c), respectively. The symbol (a-b-c) indicates the year of thirty-six weeks; the symbol (a-b $\frac{1}{2}$), the first semester of eighteen weeks; and the symbol (b $\frac{1}{2}$ -c), the second semester of eighteen weeks. In the explanations of some courses, the name of a course is followed by an explanatory name in parentheses.

HIGH SCHOOL GENERAL CURRICULUM

(Grades Nine to Twelve)

First Year Requirements

English I	1	unit
Latin I or Spanish I	1	
Physical Training I and II (a-b-c)	1-4	
Physiology I (a)	1-3	
General History	1	
General Science I (a-b)	2-3	

First Year Electives

Vocational Guidance (a), Business Writing I (b), and Business Arithmetic (c)	1	unit
Mechanical Drawing I (a), and Manual Training I (b-c)	$\frac{1}{2}$	
Domestic Science I (a-b-c)	$\frac{1}{2}$	
Fine Arts I, II (a-b-c)	$\frac{1}{2}$	
Music I and II, or III (a-b-c)	$\frac{1}{2}$ or $\frac{1}{4}$	

Second Year Requirements .

Physical Training III and IV (a-b-c)	1-4	unit
English II	1	
Latin or Spanish II	1	
Mathematics I	1	

Second Year Electives

Spanish II or Latin II	1	unit
Botany I (a-b $\frac{1}{2}$) and Zoology I (b $\frac{1}{2}$ -c)	1	
Typewriting I (a-b-c) "Laboratory Period"	1	
Manual Training II (a-b-c)	$\frac{1}{2}$	
Mechanical Drawing II (a-b-c)	$\frac{1}{2}$	
Dramatic Art I (a-b-c)	$\frac{1}{2}$	
Fine Arts II (a-b-c)	$\frac{1}{2}$	
Music I and II, or III (a-b-c)	$\frac{1}{2}$ or $\frac{1}{4}$	

Third Year Requirements

English III	1	unit
Mathematics II	1	
A Laboratory Science	1	

Third Year Electives

Latin III	1	unit
Spanish III	1	

Agriculture I	1
Chemistry I	1
Modern History	1
Commercial Geography	1-3
Bookkeeping I	1
Stenography I	1
Manual Training III (a-b-c)	$1\frac{1}{2}$
Machine Drawing I (a-b-c)	$1\frac{1}{2}$
Architectural Drawing I (a-b-c)	$1\frac{1}{2}$
Domestic Science II (a-b-c)	$1\frac{1}{2}$
Music I and II, or III (a-b-c)	$1\frac{1}{2}$ or $1\frac{1}{4}$
Fine Arts III (a-b-c)	$1\frac{1}{2}$

Fourth Year Requirements

United States and New Mexico History I (a-b $\frac{1}{2}$) and United States and New Mexico Civics (b $\frac{1}{2}$ -c)	1 unit
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Fourth Year Electives

English IV	1 unit
Latin IV	1
Mathematics III (a-b-c)	1
Physics I	1
Current World History I	1
Bookkeeping II	1
Stenography II	1
Dramatic Art II (a-b-c)	$1\frac{1}{2}$
Fine Arts IV (a-b-c)	$1\frac{1}{2}$
Spanish IV	1

HIGH SCHOOL MANUAL ARTS CURRICULUM

(Grades Nine to Twelve)

First Year

First four requirements in High School General Curriculum	3 $\frac{1}{4}$ units
Mechanical Drawing I (a), and Manual Train- ing I (b-c)	$1\frac{1}{2}$

Second Year

First four requirements in High School General Curriculum	3 $\frac{1}{4}$ units
Manual Training II (a-b-c)	$1\frac{1}{2}$
Mechanical Drawing II (a-b-c)	$1\frac{1}{2}$

Third Year

First three requirements in High School General Curriculum	3 units
Manual Training III (a-b-c)	1½
Machine Drawing I or Architectural Drawing I (a-b-c)	1½

Fourth Year

First two requirements in High School General Curriculum	2 units
Mathematics (a-b-c)	1
Physics I (a-b-c)	1

HIGH SCHOOL HOUSEHOLD ARTS CURRICULUM

(Grades Nine to Twelve)

First Year

First four requirements in High School General Curriculum	3¼ units
Domestic Science I (a-b-c)	1½

Second Year

First four requirements in High School General Curriculum	3¼ units
Domestic Art I (a-b-c)	1½

Third Year

First three requirements in High School General Curriculum	3 units
Domestic Science II (a-b-c)	1½

Fourth Year

First two requirements in High School General Curriculum	2 units
Domestic Art II (a-b-c)	1½

HIGH SCHOOL MUSIC AND FINE ARTS CURRICULUM

(Grades Nine to Twelve)

First Year

First four requirements in High School General

Curriculum	3 $\frac{1}{4}$ units
Fine Arts I and II (a-b-c)	$\frac{1}{2}$
Music I and II (a-b-c)	$\frac{1}{2}$

Second Year

First four requirements in High School General

Curriculum	3 $\frac{1}{4}$ units
Fine Arts II (a-b-c)	$\frac{1}{2}$
Music II (a-b-c)	$\frac{1}{4}$

Third Year

First three requirements in High School Gen-

eral Curriculum	3 units
Fine Arts III (a-b-c)	$\frac{1}{2}$
Music II (a-b-c)	$\frac{1}{4}$

Fourth Year

First two requirements in High School General

Curriculum	2 units
Fine Arts IV (a-b-c)	$\frac{1}{2}$
Music II (a-b-c)	$\frac{1}{4}$
Music IV (a-b-c)	1

HIGH SCHOOL COMMERCIAL CURRICULUM

First Year

English I	1 unit
Spanish I	1

Physiology (a)	1-3
**Penmanship (b c)	1-3
General History	1
**To be required in cases where it is necessary.	

Second Year

English II	1 unit
Spanish II	1
Mathematics I	1
Commercial Arithmetic (b-c)	2-3
Elective	1-3

Third Year

English III	1 unit
Mathematics II	1
**Typewriting (a-b-c)	1½
Stenography	1
Bookkeeping I	1
**If the student has not the ability to carry the five subjects, it will be necessary for him to do summer work.	

Fourth Year

**English IV	1 unit
Typewriting (a-b-c)	1½
Stenography II	1
Bookkeeping II	1
United States and New Mexico History (a-b½) ..	½
United States and New Mexico Civics (b½-c) ..	½
**The fourth year English is not required, but the student is advised to elect it, if he has the ability to carry it with the other work.	

AGRICULTURE

AGRICULTURE I. A general knowledge of the fundamental principles underlying the best agricultural practice of the present day. Application of these principles to local conditions as revealed by a careful study of them in New Mexico. Textbook, bulletins, lectures, recitations, and laboratory work. Soils, plant propagation, cereal crops, forage crops, farm animals, dairying, plant diseases, orchards, dry-land farming, irrigation, and kindred subjects to be found in a general course in agriculture. Laboratory work to emphasize the general principles underlying work in soils, plant growth, stock judging and grain judging and also teaching how to make useful things for the farm. Instruction in rope-splicing, knot-tying, the construction of trap nests, seed-testing boxes, and home-made surveyor's levels for surveying irrigation ditches, the proper mixing of sprays for insects, and fungi, and bacteria, and many other things of equal value to the farmer. The prospective teacher is taught how to teach agriculture in the rural schools and how to organize and conduct club work for boys and girls. Five periods weekly, half recitations and half laboratory periods, for thirty-six weeks. One unit credit.

ANCIENT LANGUAGES

LATIN I. (Beginning Latin). A knowledge of the pronunciation, forms, vocabulary, and elementary constructions necessary for the translation of the exercises and reading matter. Special study of syntax and irregular forms. Abundant easy reading matter. Five periods weekly for thirty-six weeks. One unit credit.

LATIN II. (Cæsar). Books I to IV, of Cæsar's Gallic War, together with the study of syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

LATIN III. (Cicero). The four orations against Catiline, the Manilian Law, and the Citizenship of Archais. Syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

LATIN IV. (Virgil). Six books of the Aeneid. Much drill in the quantitative reading of Latin poetry. One period a week in the senior review of grammar and prose

composition. Five periods weekly for thirty-six weeks. One unit credit.

An English grammar will be placed in the hands of each student in every class. This will be used in connection with the study of Latin forms and syntax, thus securing to the pupil a thorough foundation in English, in addition to the other benefits derived from the study of Latin.

BIOLOGICAL SCIENCE

The study of plants and animals from the biologist's viewpoint lays a good foundation for the study of agriculture, and also for the psychological, educational, and sociological sciences.

PHYSIOGRAPHY. Lectures, textbook, laboratory, and field trips. Five periods weekly, recitations and laboratory work. (Twelve weeks). One-third unit credit.

PHYSIOLOGY. Anatomy, physiology and hygiene. Lectures, textbook, and laboratory work. Five periods weekly, half recitations and half laboratory work, for twelve weeks. One-third unit credit.

BOTANY. A systematic study of the subject tends to cultivate habits of observation, respect for the beautiful in nature, and a systematic arrangement of our knowledge. Lectures, textbook, field trips, and recitations. How to collect and preserve plants and to classify them. The inter-relation of structure and function of plants; the relation of the plant to its environment; and the complex life processes of the plant. Emphasis on the study of such plants as are of the most economic importance, such as our common field, orchard and garden plants. A good foundation for the scientific study of agriculture. A careful laboratory study of the organs of plants, their modifications, and their functions. Experiments to show the effect of such external conditions as heat, light, moisture and air, upon the plant. Five periods weekly, recitations and laboratory periods for the first semester (eighteen weeks). One-half unit credit.

ZOOLOGY I. Lectures, recitations, laboratory and field work, based upon and largely consisting of the study of a series of types representing the most important groups of animals. The life history of such insects as the housefly and mosquito, showing their harmful nature and the means of preventing their increase. Laboratory work of observing and dissecting of representative animals of the various groups. Five periods weekly, recita-

tions and laboratory periods, for the second semester (eighteen weeks). One-half unit credit.

COMMERCE

The chief object of the high school division of this department is to induce students of the proper caliber, upon graduation, to enroll in the two year normal school curriculum to prepare for commercial teaching. Those students who do not desire commercial teaching and show no real ability for it are directed into actual business pursuits. The technical training is the same whether one intends to teach stenography, or practice stenography in a business office. To serve this two-fold function, two curricula are offered: (1), Accountancy curriculum, to prepare for bookkeepers and teachers of accountancy; (2), Stenographic Curriculum, to prepare stenographers and teachers of Stenography.

PENMANSHIP I. An easy and legible style is taught. Students who intend to enter the business field as teachers, bookkeepers, or stenographers, should take this course. Five periods weekly for the winter and spring terms (twenty-four weeks). One-third unit credit.

BUSINESS ARITHMETIC. I. A review of the principles and operations of arithmetic encountered in actual business. Proficient calculation, shortcut methods. Five periods weekly for the winter and spring terms (twenty-four weeks). Two-thirds unit credit.

TYPEWRITING. The touch method is used. Proper arrangement of business letters and envelopes, manifolded telegrams, and cablegrams, and rough drafts. The student is required at the end of the year to typewrite twenty-five words a minute net for ten minutes with not more than five errors. Five periods weekly for thirty-six weeks. One-half unit credit.

Material: Remington Awards Test.

TYPEWRITING II. Accuracy and speed are the watchwords the second year. The student is taught to take dictation, to compose, and to do difficult tabulating. A speed of forty words a minute net for ten consecutive minutes with not more than five errors, must be attained. Five periods weekly for thirty-six weeks. One-half unit.

STENOGRAPHY I. The Gregg system of stenography is taught. The principles are completed in about twenty weeks. Dictation and transcription of simple letters and articles begin after the twelfth week. The student is required at the end of the year to write fifty words a

minute in a ten-minute test. Five periods weekly for thirty-six weeks. One unit credit.

STENOGRAPHY II. Development of dictation and transcription speed. The student is required at the end of the year to write one hundred words a minute in a ten-minute test. Five periods weekly for thirty-six weeks. One unit credit.

ACCOUNTING I. A study of the principles and procedure of single proprietorship and partnership accounting. Five recitations and five laboratory periods weekly for thirty-six weeks. One unit credit.

ACCOUNTING II. A study of the principles and procedure of corporation accounting. Five recitations and five laboratory periods weekly for thirty-six weeks. One unit credit.

ENGLISH

ENGLISH I. (Composition and Introduction to Literature). Textbook or rhetoric and composition, including a thorough review of grammar and punctuation, followed by elementary work in narration, word-study, and letter-writing. Literary phases centering about classics,—Stevenson's *Treasure Island*, Scott's *Ivanhoe* and *Lady of the Lake*, and Dickens' *Christmas Carol*. Written themes, weekly. Five periods weekly for thirty-six weeks. One unit credit.

ENGLISH II. (Continuation of course I). Textbook on rhetoric and composition, with special emphasis on description and exposition, oral work, and expressive reading. Literary appreciation and written work centering about classics chosen as models of thought and composition,—Julius Cæsar, Silas Marner, Merchant of Venice, Idylls of the King, Macaulay's Essay on Burns, and Burns' Poems. Five periods weekly for thirty-six weeks. One unit credit.

ENGLISH III. (American Literature.) A study of the men and the books that reflect the American spirit. Textbooks on American literature. Special classics read and studied,—The Spy, House of Seven Gables, House of Usher. Written work very often,—narrations, descriptions, and expositions. Outside reading required. Reports given in class. Works of recent writers,—Aldrich, Joel Chandler Harris, Bret Harte, Mark Twain, Dr. Van Dyke, and William Dean Howells. Written themes weekly. Five periods weekly for thirty-six weeks. One unit credit.

ENGLISH IV. (English Literature) its history and its significance for the life of the English-speaking world. Textbooks on English literature. Study of masterpieces, —Hamlet, Essay on Milton by Macaulay, Paradise Lost, Macbeth, Princess, Far from the Madding Crowd by Hardy, Chaucer's Prologue, and Midsummer Night's Dream. Much outside reading required. Five periods weekly for thirty-six weeks. Written work required. One unit credit.

FINE ARTS

FINE ARTS I and II (a-b-c). Beginning with elementary free-hand drawing and progressing to the more advanced work in outline, relief, light and shade. Taken from life, still life, casts, nature and perspective in its application to interior and exterior drawings. Media: pencil, charcoal, pen and ink, water colors, crayon, pastel, tempera. Five periods weekly for thirty-six weeks. One-half unit credit.

FINE ARTS III and IV (a-b-c). Pose drawing and cartooning. Drawing from costumed model, casts, antiques, etc. Media: Pencil, charcoal, pastel, water colors. Five periods weekly for thirty-six weeks. One-half unit credit.

HISTORY

GENERAL HISTORY. A general view of the world's progress, enriched with geographical and biographical material, with emphasis placed upon institutions and their growth. Causes and effects are emphasized, rather than battles and disconnected events. Five periods weekly for thirty-six weeks. One unit credit.

MODERN HISTORY. This course covers that period that is designated as Modern and Medieval, with emphasis on causes and effects of the Crusades, the French Revolution, and other outstanding movements in the lives of nations. Five periods weekly for thirty-six weeks. One unit credit.

UNITED STATES AND NEW MEXICO HISTORY. This course is open to seniors in the high school department. A thorough study is made of United States and New Mexico History. Emphasis is placed on institutional and sociological aspects. Little attention is paid the study of wars except as they develop economic and so-

cial questions. Much attention is given to current history and in this way the events of other countries are related to our own history. Five periods weekly for eighteen weeks. One-half unit credit.

UNITED STATES AND NEW MEXICO CIVICS. The organization and actual working of the federal, state, and local governments of today, including that of New Mexico, are studied. A textbook is used but the study of present day problems of government together with the work of the present congress and state legislature make up a greater part of the work. This course follows the one in United States and New Mexico History. Five periods weekly for eighteen weeks. One-half unit credit.

HOUSEHOLD ARTS

DOMESTIC SCIENCE I. An elementary course in cooking, based on a study of the five foodstuffs. Foods are studied in regard to their composition, function, digestibility, and methods of cooking. Four periods of laboratory and recitation work weekly, the first semester; six periods, the second semester. One-half unit credit.

DOMESTIC ART I. Review of hand sewing. Use of sewing machine. Pattern drafting. Making of underwear and other simple garments. Five periods weekly for thirty-six weeks. One-half unit credit.

DOMESTIC SCIENCE II. (1) Advanced Cookery. (2) Elementary Dietetics. (3) Planning and serving of meals. Prerequisites: Domestic Science I and Chemistry I. Six periods laboratory and recitation work weekly, the first semester; four periods, the second semester. One-half unit credit.

DOMESTIC ART II. Use of Commercial Patterns. Cutting, fitting, and making of waists, skirts and dresses. Brief study of textiles. Five periods weekly for thirty-six weeks. One-half unit credit.

MANUAL ARTS

The value of manual training from the standpoints of both education and vocation has been proved to be such that in general no school can afford to be without it. In view of this fact, a Manual Arts Department has been developed.

MECHANICAL DRAWING I. (a) Geometrical drawing and an introduction to working (or shop) drawings.

Each student furnishes a set of drawing instruments, approved by the instructor. Five periods weekly for the autumn term (twelve weeks). One-sixth unit credit.

MANUAL TRAINING I. (b-c) Woodwork. Instruction in the use and care of tools. Studying, designing, and making wagon boxes, hay derricks, chicken coops, chicken brooders, silos, cement forms, etc. Use of band-saw and joiner. Five periods weekly for the winter and spring terms (twenty-four weeks). One-third unit credit.

MANUAL TRAINING II. Intended especially for those students who wish to specialize in manual training for the purpose of teaching the subject. (a-b) Woodwork, in fall and winter terms; advanced woodwork, using power machinery; methods and devices for accuracy, rapidity, and facility. (c) Wood-turning, in spring term: Use of the gauge, round nose, parting tool, skew, and calipers during work on the face plate and spindle; and the relation of the turning-lathe to the pattern-maker. Five periods weekly for thirty-six weeks. One-half unit credit.

MECHANICAL DRAWING II. Orthographic projection, evolution of solids, isometric and cabinet projections and some plates of practical mechanical drawings of machine parts. Five periods weekly for thirty-six weeks. One-half unit credit.

MANUAL TRAINING III. Shop practice. (a) Autumn term: Forge practice, in learning the properties of iron and steel, the various welds, tempering, etc., and the study of the gas engine, its manipulation, the testing of the horse-power and efficiency, the "trouble shooting," etc. (b) Winter term: Filing, chipping, and elementary lathe work. (c) Spring term: Lathe work in iron, and steel, screw cutting, milling, etc. Castings may be purchased together with blue prints and specifications for small gas or steam engines and the machine work done by the student. Five periods weekly for thirty-six weeks. One-half unit credit.

MACHINE DRAWING. A plate drawingroom standards, one of bolts, screws, and nuts, and several drawings of machine parts. Advanced work. Prerequisites: Mechanical Drawing I and II. Five periods weekly for thirty-six weeks. One-half unit credit.

ARCHITECTURAL DRAWING. A study of the standards in architectural drawing. After making a few plates of some building already designed, the student makes several plates of various views of building designs of his own. Work upon bills of materials and a set of

specifications. Five periods weekly for thirty-six weeks. One-half unit credit.

MATHEMATICS

As a result of the experimental work which this department has done in the past six years, the courses in mathematics have been entirely reorganized.

MATHEMATICS I. Algebra and Geometry. The work in Algebra centers around the equation, the graph, the formula and the use of tables. It extends through the simpler phases of factoring, simultaneous equations and quadratics.

Geometry begins with the construction of the various figures needed in the course, construction to scale and measuring results for problems involving heights, distances and areas. This work demands thought and action, rather than rigorous demonstration, which is foreign to the student's stage of development. This introduction is followed by the study of the simpler theorems and exercises on the congruence of triangles, lines, angles, and the properties of parallelograms and circles. Both subjects are studied the entire year for five periods a week. One unit credit.

MATHEMATICS II. This course is a continuation of Mathematics I. Algebra is extended through simultaneous quadratics, with one linear equation; simple, radical equations and proportion. The solution of problems, not endless drill in complicated algebraic forms, receives the emphasis.

In Geometry similar triangles, numerical trigonometry, areas, construction work and problems that demand arithmetic and the use of tables are stressed. Formal demonstration is neither abandoned nor allowed to crowd out the above wise, rational and educative work for adolescents. Five periods a week for thirty-six weeks. One unit credit.

MATHEMATICS III. This is a flexible elective course in algebra and solid geometry. The time is divided between the two subjects, according to needs of the class. Each subject is developed by more rigorous methods than are used in Mathematics I and II. The general aim, however, is the same, the ability to use mathematics intelligently in the solution of a wide range of problems, but not to develop expert logicians. Problems that require arithmetic and the use of tables receive the emphasis in this course also. Five periods a week for thirty-six weeks. One unit credit.

SPANISH

SPANISH I. Castilian pronunciation, rudiments of grammar; written exercises and dictation, simple prose reading (at least seventy pages), memorizing of easy poetry (at least thirty lines).

Grammar—Moreno-Lacalle: *Elementos de Espanol*.

Reader—Espinosa: *Elementary Spanish Reader*.

Five periods weekly for thirty-six weeks. One unit credit.

SPANISH II. The principles of grammar, including all the irregular verbs; the use of the subjunctive in main clauses and in subordinate clauses; the imperative mood; personal pronouns; composition; dictation; memorizing of at least one hundred lines of easy prose or verse; reading of at least one hundred fifty pages of easy, modern texts.

Grammar—Moreno-Lacalle; *Elementos de Espanol*.

Composition—Wilkins: *Elementary Spanish Prose Book*.

Reader—Berge-Soler & Hatheway: *Elementary Spanish-American Reader*.

Text—Valera: *El Pajaro Verde*.

Five periods weekly for thirty-six weeks. One unit

Five periods weekly for thirty-six weeks. One unit credit.

SPANISH III. Introduction to study of syntax with a rapid review of formal grammar. Dictation and memorizing. Reading and translation of carefully graded texts (at least two hundred fifty pages).

Careful drill in pronunciation.

Grammar—Hills and Ford: *Spanish Grammar*.

Texts—Alarcon: *El Capitan Veneno*.

Carrion-Aza: *Zaragueta*.

Palacio Valdez, Jose.

credit.

SPANISH IV. Further review of grammar and more intensive study of syntax. Composition and conversation. Oral and written summaries and dictation. Two hundred fifty pages of selected prose and verse in class and two hundred pages for outside reading.

Grammar—Hills and Ford: *Spanish Grammar*. (For reference only).

Composition—Espinosa: Advanced Spanish Composition and Conversation.

Books read in class—Gil y Zarate: Guzman el Bueno; Quintero: Dona Clarines; Becquer: Legends, Tales and Poems.

Books read outside class—Alarcon: El Sombrero de Tres Picos; Selgas: La Mariposa Blanca.

Five periods weekly for thirty-six weeks. One unit credit.

MUSIC

MUSIC I and II (a-b-c). In this course, notation, scales, signatures, meters, rhythm, ear-training, symbols, terminology, and sight-reading are studied, progressing to more advanced sight-reading in one, two, three and four parts. Five periods weekly for thirty-six weeks. One-half unit credit.

MUSIC III (a-b-c). Glee Club. Music of a high standard is studied and prepared to be presented to the public. Two to four periods weekly, with additional rehearsals for concerts, etc., for thirty-six weeks. One-fourth unit credit. (Aggregating one unit if continued for four years. Open to college students).

MUSIC IV (a-b-c). Orchestra. Open to all students who can play orchestral instruments. Two and three periods weekly for thirty-six weeks. One-fourth unit credit (aggregating one unit credit for four years' work). Open to college students.

PHYSICAL SCIENCE

GENERAL SCIENCE I. (a-b) The object of this course is to develop a usable fund of knowledge about common things and helpful and trustworthy habits of considering common experiences in the field of science. The topics fall under six main heads: I, The air; II, Water and its uses; III, Work, energy and electricity; IV, The earth in relation to other astronomical bodies; V, The earth's crust; VI, Life upon the earth. Five periods weekly, comprised of recitation and laboratory work, for the winter and spring terms, (twenty-four weeks). Two-thirds unit credit.

CHEMISTRY I. (a), Autumn term: Oxygen, hydrogen, water, acids, bases, salts, chemical laws and halogens. (b), Winter term: Carbon, nitrogen, sulphur and

phosphorus and their compounds, symbols and equations, gas laws, soil, ionic theory, electrolysis, and organic chemistry. (c), Spring term: Fermentation, foods, clothing, heat, light, household processes, the metals, and qualitative analysis. Special attention is given to industrial and household processes, particularly those which apply to domestic science, domestic art, and manual training, such as cleaning processes, dyeing, cooking, metal working, and combustion. This course is designed for women as well as for men, and is intended to be of special use in one's everyday life. Three recitations and two double periods in laboratory work per week for thirty-six weeks. One unit credit.

PHYSICS I. The order of subjects is that given in Millikan and Gale's "First Course in Physics," which is used as a textbook by the students, who are also given oral and written instructions for laboratory work in addition to the direction of the manual. Three recitations and two double periods in laboratory work per week for thirty-six weeks. One unit credit.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I and II (a-b-c). (a), Autumn term: Swedish gymnastics, rudiments of marching, simple folk-dancing, games, and rudiments of basket ball. (b), Winter term: Marching, with fancy steps, light gymnastics, with Indian Clubs, esthetic dancing, and basket ball. (c), Spring term: Military tactics, light gymnastics with dumb-bells and wands, advanced folk-dancing, esthetic dancing, and indoor baseball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

PHYSICAL EDUCATION III and IV (a-b-c). (a), Autumn term: Swedish gymnastics, advanced Indian club, folk-dancing, esthetic dancing, games and basket ball. (b), Winter term: Interpretative dancing, light gymnastics with dumb-bells and wands, folk-dancing and basket ball. (c), Spring term: Military marching, interpretative dancing, folk-dancing, and indoor baseball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

The
Normal-School and College
Curricula
and
Courses

NORMAL SCHOOL TWO-YEAR GENERAL CURRICULUM

(For B. Ped. Degree)

First Year Requirements

General Psychology (a-b) and Child Study I (c)	15 term hours
Special Methods (Elementary School) (a-b-c)	15
Elective (a-b-c)	18

Second Year Requirements

Principles of Education (a-b)	10 term-hours
School Management (Elementary School) and History of Education I (b-c)	15
Observation and Practice Teaching (Elementary School)	15
Elective	8

First Year and Second Year Electives

The students may elect any course or courses (for which the prerequisites have been earned) in any of the departments, as follows:

Any Normal School or College course.

Any course in the third year and fourth year work of the Teachers-College Three-Year and Four-Year General Curricula.

NORMAL SCHOOL TWO-YEAR MANUAL ARTS CURRICULUM

(For B. Ped. Degree)

First Year

The requirements in Normal School General Curriculum	30 term-hours
Special Methods is taken in the Manual Arts Department for one term (twelve weeks).	
Architectural Drawing I or Machine Drawing I (a-b-c)	7½
To take the alternative of the one which the student has pursued in the High School curriculum.	
Electives	10½

Second Year

The requirements in Normal School General Curriculum	40 term-hours
Practice Teaching is taken in the Manual Arts Department for one term (twelve weeks).	
Art Metal I (c)	3
Electives	5

NORMAL SCHOOL TWO-YEAR MUSIC AND FINE ARTS CURRICULUM

(For B. Ped. Degree)

First Year

The requirements in Normal School General Curriculum	30 term-hours
Special Methods is taken in the Fine Arts Department for six weeks, and in the Music Department for six weeks.	
Fine Arts V and VI	10
Music V and VI	10

Second Year

The requirements in Normal School General Curriculum	40 term-hours
Practice Teaching I is taken in the Fine Arts Department for six weeks and in the Music Department for six weeks.	
Fine Arts VII and VIII	10

NORMAL SCHOOL TWO-YEAR HOUSEHOLD ARTS CURRICULUM

(For B. Ped. Degree)

First Year

The requirements in Normal School General Curriculum	30 term-hours
Special Methods is taken in the Household Arts Department for one term (twelve weeks).	

Domestic Science III (a-b-c)	7½
Household Chemistry I (a-b-c)	7½
Electives	5

Second Year

The requirements in Normal School General Curriculum 40 term-hours
Practice Teaching is taken in the Household Arts Department for one term (twelve weeks).

Domestic Art III (a-b-c)	7½
Household Physics I (a-b-c)	7½
Household Arts Methods (a)	5
Household Arts Practice Teaching (b or c)	5
Electives	5

NORMAL SCHOOL THREE-YEAR COMMERCIAL CURRICULUM

(For B. Ped. Degree)

First Year Requirements

Psychology (a-b-c)	15 term hours
Stenography I (a-b-c)	15
Typewriting (a-b-c)	15

Second Year Requirements

Special Methods (a-b)	10 term hours
Commercial English (c)	5
Observation (a)	5
Practice-Training School (b)	5
Practice-Commercial Department (c)	5
**Bookkeeping (a-b-c)	15

**This course may be elected instead of Stenography I the first year of the college curriculum.

Third Year Requirements

School Management (a)	5 term hours
History of Education (b-c)	10
Stenography II (a)	5
Commercial Methods (b)	5
Office Training (c)	5
Principles of Education (a-b)	10
Economics (c)	5

This three-year college curriculum is open to high school graduates only. College credit is given for all the subjects offered. It is not necessary nor desirable that the student should have had commercial work before entering this course.

Students who have not finished high school must take commercial work with the high school classes and will be given high school credit.

TEACHERS COLLEGE THREE-YEAR GENERAL CURRICULUM

(For M. Ped Degree)

First and Second Years

The first and second years are the same as those for the Normal School Two-Year General Curriculum (or any special curriculum) meeting all the requirements for the B. Ped. Degree.

Third Year Requirements

At least three terms elected from the following courses 15 term-hours
 Experimental Psychology (a), High School Methods (a), High School Management (b), School Administration (c).
 Electives (a-b-c) 33

Third Year Electives

The student may elect any course or courses (for which the prerequisites have been earned) in any of the departments of the college, including also the required work of the Teachers College Four-Years General Curriculum.

TEACHERS COLLEGE FOUR-YEAR GENERAL CURRICULUM

(For A. B. in Education)

The first, second and third years are the same as those for the Teachers College Three-Year General Curriculum for the M. Ped. Degree.

Fourth Year Requirements

At least three terms elected from the following courses	15 term-hours
General Sociology I (a), General Economics I (b), Advanced Pedagogy I (c), Educational Problems I (a-b-c)	
Electives (a-b-c)	33

Fourth Year Electives

The student may elect any course or courses (for which the prerequisites have been earned) in any of the departments of the College (grades 13 to 16).

TEACHERS COLLEGE FOUR-YEAR HOUSEHOLD ARTS CURRICULUM

(For A. B. in Education)

First and Second Years

The first and second years are the same as those for the Normal School Two-Year Household Arts Curriculum.

Third Year

The requirements in Teachers' College

Third Year General Curriculum.....	15 term-hours
Domestic Science (a-b-c)	7½
Clothing and Sewing IV (a-b-c)	7½
Household Management (a-b-c)	7½
Electives	10

Fourth Year

The requirements in Teachers' College

Fourth Year General Curriculum.....	15 term-hours
Dietetics and Nursing (a-b-c)	7½
Costume and Designing (a-b-c)	7½
House Plans and Planning (a-b-c)	7½

Note I. For graduation from the four years' curriculum the student will be obliged to submit not less than seventy-five hours in the Household Arts Department.

Note II. Students graduating in this department will be required to submit credits in Fine Arts V and Fine Arts VII.

PHYSICAL EDUCATION

PHYSICAL EDUCATION V (Summer School only). Simple folk-dancing, Monday, Wednesday and Friday. Singing games and plays, Tuesday and Thursday. This course deals with the work that is used in the Primary Grades, through the Fourth Grade. Five periods a week. Two hours credit.

PHYSICAL EDUCATION VI (Summer School only). Athletics, Monday, Wednesday and Friday. Games, Tuesday and Thursday. Beginning with games of lowest organization (ring, relay, tag games, etc.), and progressing to games of higher organization (Newcomb, corner ball, captain ball, basket ball, volley ball and indoor baseball). Five periods a week. Two hours credit.

PHYSICAL EDUCATION VII (Summer School only). Advanced folk-dancing, Tuesday and Thursday. Es-thetic and interpretative dancing, Monday, Wednesday and Friday. This course continues the training begun in Course V, increasing the variety of movements and developing the skill of the student in rhythmic exercises. In the classical dancing, the interpretation and composition of the dance is studied. Five periods a week. Two hours credit.

PHYSICAL EDUCATION VIII (Summer School only). Light gymnastics with dumb-bells, Indian clubs and wands. Swedish and corrective work, Monday, Wednesday and Friday. Military tactics, Tuesday and Thursday. Five periods a week. Two hours credit.

AGRICULTURE

To meet the increasing demands for a more thorough preparation for the teaching of agriculture to better understand the development of plants and animals, and to more fully appreciate the advantages of rural life, the Normal University offers college work in agriculture.

RURAL TEACHERS TRAINING AGRICULTURE I. A Summer School course given for certificate purposes, but not for curriculum credit in the Normal University, is offered in agriculture. Five periods weekly for eight weeks. Credit for certification purposes only.

AGRICULTURE II. (a), Agronomy and Farm Management: Physical properties of soils; tillage and cul-

tural methods, cereals and other crops; seed judging and testing; forage crops, dry farming; farm machinery; and the purchase, organization, equipment and operation of the farm with reference to financial returns; etc. (b), Animal Husbandry, Poultry and Dairying: Types and breeds of farm animals (horses, cattle, sheep and swine), their form, quality, feeding and care; principles of breeding and herd book study; kinds and care of poultry; care of eggs; care of cows, and milk testing; etc. (c), Horticulture, Gardening and Forestry: Plant propagation; fruit growing; vegetable gardening; landscape gardening; forestry; etc. Three recitations and two double laboratory periods weekly for thirty-six weeks. Five hours credit.

ANCIENT LANGUAGES

GREEK I. Preparatory Greek. Xenophon's *Anabasis*: Books I to IV. Five periods weekly for thirty-six weeks. Fifteen hours credit.

GREEK II. Plato: *The Apology*, *Crito* and others. Homer: Selections from the *Odyssey*. Greek prose. Five periods weekly for thirty-six weeks. Fifteen hours credit.

LATIN V. Livy: Books XXI and XXII. Cicero: *De Senectute* and *De Amicitia*. Sight reading. Study of syntax and Latin writing. Five periods weekly for thirty-six weeks. Fifteen hours credit.

LATIN VI. Horace: *Ars Poetica* and selections from the odes, epodes, satires, and epistles. Ovid: Selections. Select letters of Cicero. Social life during the Golden Age. Prosody. Latin writing. Five periods weekly for thirty-six weeks. Fifteen hours credit.

ROMAN ANTIQUITIES

(a). Archaeology: A study of architecture and other ancient works, including arches, temples, monuments, aqueducts, bath houses, catacombs, implements of war, road building, and others. Five periods weekly for twelve weeks. Five hours credit.

(b). Roman life: The family, marriage, education, furniture, dress, amusements, etc. Five periods weekly for twelve weeks. Five hours credit.

(c). Roman political institutions. Five periods weekly for twelve weeks. Five hours credit.

BIOLOGICAL SCIENCE

To meet the requirements of those who wish to do advanced work in biology, as a foundation for psychological, educational, sociological, and natural sciences, college courses are offered in biology.

BOTANY II. A thorough, systematic study of plant evolution. A careful detailed study of the principles that govern plant life, both in the class room and in the laboratory. The relation of structure to function of different parts of the plant, by a study of the various typical plants in the laboratory. Particular emphasis upon the study of the life history and methods of control of such fungi and bacteria as the rusts, smuts, and blights, which cause disease in our economic plants. Three periods of lectures and recitations and two double periods of laboratory work per week for the semester (eighteen weeks). Seven and one-half hours credit.

ZOOLOGY II. A thorough knowledge of the structure and life histories of certain typical animals, and the inter-relations of structure, habit, and environment. The student is required to search for principles and their applications. Particular stress upon the study of vertebrate animals of economic importance. Agricultural application wherever possible. Three periods of lectures and recitations and two double periods of laboratory work weekly for the first semester (eighteen weeks). Seven and one-half hours credit.

CHEMISTRY

During the four years of the European war a new impetus was given to chemical industry in this country. Millions of dollars have been invested in new chemical enterprises. We are no longer dependent upon Germany for fertilizer, dyes and chemicals. This vast and constantly increasing expansion of chemical industries will require men and women trained in chemistry and teachers will be necessary to train them. The next decade offers a splendid future for chemists and teachers of chemistry.

CHEMISTRY II. General Chemistry. Prerequisite, Chemistry I. Three recitations and two double laboratory periods per week for thirty-six weeks. Fifteen hours credit.

CHEMISTRY III. Qualitative Analysis. Laboratory work in the analysis of inorganic mixtures. Quantitative analysis: Laboratory work in elementary analysis, which offers practice in gravimetric and volumetric determinations. Five double periods weekly for thirty-six weeks. Fifteen hours credit.

Prerequisite: Chemistry II.

COMMERCE

The purpose of the three-year curriculum is to train candidates for the teaching of commercial subjects in high schools. Many high schools in the Southwest have introduced commercial departments, and many more contemplate doing so. This means an ever increasing demand for high-grade commercial teachers—a demand which the Department of Commerce at present is unable to meet. Consequently, it is eager to interest persons of successful teaching experience and of excellent scholarship, and those persons without teaching experience who show unusual promise, in preparing themselves for commercial teaching positions; these positions, because of the limited supply, pay good salaries and offer attractive opportunities for rapid advancement.

STENOGRAPHY I. This course is designed for high school graduates, hence the work is taken much more rapidly than in the high school classes. The manual is completed during the fall term; easy dictation is taken during the winter term; difficult dictation and transcription during the spring term. A speed of one hundred and twenty words per minute and the same transcribed on the machine in a reasonable time, is required as a final test. Five recitation periods and five dictation periods weekly for thirty-six weeks. Fifteen hours credit.

STENOGRAPHY II. Review of Manual, difficult dictation and transcription are taken in this term. Speed at the end of the term, one hundred and thirty words net, transcribed at the rate of forty words net. Five periods weekly for fall term (twelve weeks). Five hours credit.

TYPEWRITING I. This subject is taught by the touch method. Accuracy, speed, neatness and ease are the chief elements entering into this work. Dictation to the machine, composing at the machine, and difficult tabulating are given. A speed of forty words net per minute

for fifteen minutes is required on completion of the subject. Five drill periods and five practice periods weekly for thirty-six weeks. Fifteen hours credit.

BOOKKEEPING I. This subject includes both single and double entry. A thorough drill is given in business practice. Special work in statements, theory, and balance sheets. Five recitations and five laboratory periods weekly for thirty-six weeks. Fifteen hours credit.

COMMERCIAL METHODS. Problems of commercial teaching as revealed in most recent commercial education surveys. Educational principles to govern the solution of these problems. Five periods weekly for the winter term (twelve weeks). Five hours credit.

PRACTICE TEACHING. Application of the general educational principles and special methods in actual teaching. Daily lesson plans required. Five periods weekly for the spring term (twelve weeks). Five hours credit.

COMMERCIAL ENGLISH. A course in advanced composition consisting of exercises in the writing of business letters, reports, and other business papers. Five periods weekly for the spring term (twelve weeks). Five hours credit.

EDUCATION

SPECIAL METHODS. The elementary-school methods are divided into three parts as follows:

(a). **Primary Methods:** This course includes a brief survey of the different methods of teaching reading, followed by a more intensive study of the best approved present day methods. Occasional demonstration lessons will be given in the training school, supplementary to the regular class work. Other subjects presented are language and literature, number work, writing, spelling, drawing or other hand-work, nature study, health conditions, discipline, and the primary school program. Five periods weekly during the autumn term. Five hours credit.

(b). **Intermediate Methods:** This course is a continuation of the primary methods and is applied to intermediate grades. All the subjects treated in these grades will be taught but emphasis will be given to reading, geo-

graphy, and arithmetic. Students will be required to observe the critic teacher, write lesson plans, and do some practice work. Attendance at conference is required. Five periods weekly during the spring term. Five hours credit.

(c). Grammar Grade Methods: The methods presented in this course are suited to the seventh and eighth grades. All subjects taught in these grades will be taught with emphasis put on history and arithmetic. Plan writing, observation, and some practice teaching is required in these grades. Attendance at conference is required. Five periods weekly during the spring term. Five hours credit.

Only a part of this work can be presented during the summer quarter.

OBSERVATION. This course is correlated with Special Methods and Practice Teaching. Note books, reports, and round-table conferences are required. The work is under the direction of the Dean of the Training School and the immediate supervision of the critic teachers. The work will amount to five periods weekly for twelve weeks. Five hours credit.

PRACTICE TEACHING. Each student is required to do actual teaching under expert supervision before graduation. The student is given charge of a class and is held responsible for the instruction, discipline, and management of the pupils under his charge. Lesson plans must be submitted to the critic under whom the practice teacher works. These plans are due one week in advance. General and private conferences are held with the practice teachers. Prerequisites: Special Methods and Observation. Five periods weekly for twenty-four weeks, or its equivalent is required. Ten hours credit.

SCHOOL MANAGEMENT. The best modern plans and methods for conducting the elementary school are studied. Special attention is given to matters pertaining to the teacher, the welfare of the pupil, and the place of the school in community life. Among other topics considered are lighting, heating, ventilation, seating, governing, promotions, reports, and program of classes. Five periods weekly during the autumn term. Five hours credit.

HISTORY OF EDUCATION (a). This course in the History of Education covers a brief survey of the primi-

tive, ancient, medieval, and modern periods in the development of the systems of education. Under the modern period emphasis is laid upon the scientific, psychological, and sociological movements in education. Biography of the principal educators of the periods constitutes an important factor of the work. Five periods weekly during the winter term. Five hours credit.

HISTORY OF EDUCATION (b). This is a continuation of the first course in History of Education. It deals with the sociological tendencies throughout the entire history of education. The same periods are studied as in the preceding course with emphasis on the educational movements leading to the development of democracy. This course is socialization of education. Five periods weekly during the spring term. Five hours credit.

HIGH SCHOOL METHODS. A general survey of methods, plans and measurements as applied to secondary schools are studied. This course includes the topics of daily programs, courses of study, habits of study, reflective thinking, the recitation, grading, promotion, and government. Up-to-date high schools are studied as examples. Current pedagogical journals are used as supplementary work. Five periods weekly for one term. Five hours credit.

SCHOOL ADMINISTRATION. A course dealing with the problems of public school organization and administration, as viewed in the light of the best systems in America. Among the topics to be considered are: National and State control; consolidation; inter-relation of School Boards; supervision of instruction; the teaching staff; courses of study; and other topics, as called for. Five periods weekly for twelve weeks. Five hours credit.

This course will be open to all students of college rank and to persons of wide and successful administrative experience.

The course will be supplemented by lectures from men of broad experience in the various fields of School Administration.

ENGLISH

ENGLISH V. (Short Story and Novel). A study of the art of the great short story writers in English with translations of some of the short stories of the leading

European writers. A study of the great novelists of the nineteenth century, using the N. M. N. U. Bulletin No. 28 (October, 1913) as an outline. Five periods weekly for thirty-six weeks. Fifteen hours credit.

ENGLISH VI. (The Modern Drama). A consideration of contemporary forms and tendencies. A careful study of the works of Shaw, Ibsen, Maeterlinck, and several plays of Galsworthy. Plays of Lady Gregory's Irish Comedies are read for the sake of contrast. The dramatic structure and the purpose of the plays. A study of the best plays of the present season and of the leading actors. Five periods weekly for thirty-six weeks. Fifteen hours credit.

ENGLISH VII. A course in Modern Poetry. A study of the various schools of modern verse and of representative poets in each school. French, Irish, English and American poets reviewed. Five periods weekly for thirty-six weeks. Fifteen hours credit.

ENGLISH VIII. (French Literature). A history and critical survey of the French literature. A study of the works of Villon, Marot, Gautier, Cornielle, Racine, Moliere, Maeterlinck, Balzac, Hugo, Dumas, Sue, Voltaire, George Sand, Zola and Anatole France.

Five periods weekly for thirty-six weeks. Fifteen hours credit.

PEDAGOGY OF GRAMMAR. Aim: The study of vital and usable grammar rather than that of intricate technicalities, and the principles and methods of teaching these and other phases of grammar. Brief study of etymology. Repudiation of certain commonly-taught inconsistencies concerning verbs. Corrections of common errors. Compositions often, for grammatical construction and literary finish. Five periods weekly for twelve weeks. Five hours credit.

SPANISH

SPANISH V. For pupils of College rank who have never studied Spanish. The work done in Spanish I and II of the high school course is all covered in one year with five recitations a week. Castilian pronunciation; main principles of grammar, including all the irregular verbs; the use of the subjunctive in main clauses and in subordinate clauses; the imperative mood; the subjunctive

used as imperative and the real imperative; personal pronouns, composition, dictation; memorizing of at least one hundred thirty lines of easy prose or verse; reading of at least two hundred twenty-five pages of easy, modern texts.

Texts: Valera, *El Pajaro Verde*; (Grammar) *Elementos de espanol* by Moreno-Lacalle; (Composition) *Elementary Spanish Prose Book* by Wilkins; (Readers) *Elementary Spanish Reader* by Espinosa, and *Elementary Spanish-American Reader* by Berge-Soler & Hatheway. Five periods weekly for thirty-six weeks. Fifteen hours credit.

SPANISH VI. (Prerequisites: Spanish I and II, or V, or the equivalent). For pupils of college rank who have had two years of high school work, or Spanish V. This work covers that done in Spanish III and Spanish IV of the high school course. Rapid review of formal grammar; dictation and memorizing; composition and conversation; oral and written summaries; careful study of syntax; reading and translation in class of at least five hundred pages of selected prose and verse; and reading outside of class, of two hundred pages.

Texts: (Grammar) *Spanish Grammar* by Hills and Ford; (Composition) *Advanced Spanish Composition and Conversation* by Espinosa. Books (read in class) *El Capitan Veneno* by Alarcon; *Zaragueta* by Carrion-Aza; *Jose* by Palacio Valdez; *Guzman el Bueno* by Gil y Zarate; *Dona Clarines* by Alvarez Quintera; *Legends, Tales and Poems* by Becquer. Books (read outside of class) *El Sombrero de Tres Picos* by Alarcon; *La Mariposa Blanca* by Selgas. Five periods weekly for thirty-six weeks. Fifteen hours credit.

SPANISH VII. (Prerequisites, Spanish III and IV, or VI, or the equivalent). Introduction to Spanish Literature. Composition. Rapid reading of modern authors and other more important writers of the seventeenth century. Short reports in Spanish on works read in class, and similar reports in English on works read out of class. Five periods weekly for thirty-six weeks. Fifteen hours credit.

FINE ARTS

FINE ARTS V. Designing and applied design. Study of color, composition, and its application. Principles of design which include spacing, balance, rhythm, repetition, proportion, etc. Application of the underlying principles worked out in decorative composition for given problems. House design and decoration; color schemes for interior and exterior. Costume design, color harmonies and their application. Constructive design, applied to paper, card board, leather, textiles, also weaving of reed, raffia, yarns, etc. Two periods daily for twelve weeks. Five hours credit.

FINE ARTS VI. Continuation of Fine Arts V. Two periods daily for twelve weeks. Five hours credit.

FINE ARTS VII. Continuation of Fine Arts V. Two periods daily for twelve weeks. Five hours credit.

FINE ARTS VIII. Clay Modeling and Pottery. Beginning with simple spherical forms and progressing to the more complicated forms. Two periods daily for twenty-four weeks. Five hours credit.

FINE ARTS IX. Continuation of Fine Arts VIII. Two periods daily for twelve weeks. Five hours credit.

FINE ARTS X. Methods, observation and practice teaching. For teachers and supervisors. Students are required to outline and plan work and to teach under the direction of the Supervisor of Fine Arts. One period daily for twelve weeks. Five hours credit.

FINE ARTS XI (a). History of Painting, Sculpture, and Architecture. One period daily for twelve weeks. Five hours credit.

FINE ARTS XI (b). Continuation of Fine Arts XI (a). One period daily for twelve weeks. Five hours credit.

MUSIC

MUSIC V. Kindergarten, Primary, and Rural Music. Songs, methods, and material adapted to rural, kindergarten, and preliminary work. Child voice, rhythm exercises, etc. Ten periods weekly for twelve weeks. Five hours credit.

MUSIC VI. Methods, observation, practice teaching. For teachers and supervisors. Students required to plan and outline work, and to teach under the direction of the Director of the Department of Music. Five periods weekly for twelve weeks. Five hours credit.

MUSIC VII. Harmony. The study of triads, chords of the seventh, intervals, inversions, modulation, and harmonization of given melodies, etc. Five periods weekly for twelve weeks. Five hours credit.

MUSIC VIII. Continuation of Course VII. Five periods weekly for twelve weeks. Five hours credit.

MUSIC IX. History of Music. Five hours weekly for twenty-four weeks. Five hours credit.

HISTORY

CURRENT WORLD HISTORY. A study of the current history of the world, embracing both current events and current problems. Viewed from all standpoints of history—the “geographical” and “biographical” (intermediate school emphasis), “national” and “chronological” (junior high school emphasis), and “scientific” and “philosophical” (college emphasis)—with the chief emphasis on the last four. Problems in the evolution of the seven fundamental social institutions, family, economic field, recreational, life, health welfare, church, estate, and school. A current weekly magazine used as a basal textbook. Reference books, bulletins, etc. Open to twelfth grade pupils, as well as to normal school and college students. Five periods weekly for twelve weeks. Five hours credit.

AMERICAN HISTORY. A course emphasizing the scientific and philosophical viewpoints, but with ample attention given to the geographical and biographical, national and chronological, and institutional and sociological viewpoints. Gordy's Political History of the United States, with Biographies of Washington, Jefferson, Hamilton, John Adams, John Quincy Adams and Henry Clay, and Roosevelt's “War of 1812.” Special reference to the reports of the American Historical Association and to articles in the American Historical Review. Five periods weekly for thirty-six weeks. Fifteen hours credit.

MODERN HISTORY. College course, beginning with the time of Charlemagne and laying special stress upon

the development of the modern nations of Western Europe, and emphasizing the scientific and philosophical viewpoints of history, but with ample attention given to the geographical and biographical, national and chronological, institutional and sociological viewpoints. Five periods weekly for thirty-six weeks. Fifteen hours credit.

FRENCH REVOLUTION. Textbooks: Mignet's French Revolution; and the Cambridge Modern History. Volume VIII, French Revolution. Readings: The Tale of Two Cities; The Prince and the Peasant; The Great French Revolution. Biographies of Mirabeau and Robespierre; Anderson's Constitutions and Documents. Five periods weekly for thirty-six weeks. Fifteen hours credit.

HOUSEHOLD ARTS

DOMESTIC SCIENCE III (HOUSEHOLD MANAGEMENT). Study of the organization of the household and its work. The budget, its apportionment and keeping of household accounts. Care of the house. Domestic service problem. Five periods weekly for twelve weeks. Five hours credit.

DOMESTIC SCIENCE IV (MARKETING AND SERVING). Study of methods of buying, sources of supply, and prices. Planning and preparation of menus and serving of meals. Prerequisites: Domestic Science I and II. Ten periods weekly for twelve weeks. Five hours credit.

DOMESTIC SCIENCE V (DIETETICS). Principles of human nutrition and their application. Diet in health and in disease. Planning of diaries for individuals and for the family group. Invalid cookery. Prerequisites: Chemistry I, Domestic Science I and II. Ten periods weekly for twelve weeks. Five hours credit.

DOMESTIC ART III (TEXTILES). Early methods of spinning and weaving. Development of the textile industries. Processes in manufacture of cotton, linen, wool and silk. Adulterations of fabrics. Hygiene of clothing materials. Labor conditions in textile industries. Five periods weekly for twelve weeks. Five hours credit.

DOMESTIC ART IV (COSTUME DESIGN). History of costume. Principles of proportion, harmony, line, and

color to dress. Study of dress from economic and hygienic standpoints. Five periods weekly for twelve weeks. Five hours credit.

DOMESTIC ART V (DRESSMAKING). Making of simple and more elaborate dresses, using designs made in Domestic Art IV. Prerequisites: Domestic Art I, II, III, and IV. Ten periods weekly for twelve weeks. Five hours credit.

DOMESTIC ART VI (HOUSE PLANNING AND HOME DECORATION). Evolution of the house. Factors to be considered in planning a house. Making of house plans. A study of furniture, floor and wall finishes, floor covering, hangings, pictures, color schemes, etc. Five periods weekly for twelve weeks. Five hours credit.

HOUSEHOLD ARTS METHODS. Special methods of teaching Household Arts. Planning courses of study for various types of schools. Five periods weekly for twelve weeks. Five hours credit.

HOUSEHOLD ARTS PRACTICE TEACHING. Teaching Household Arts classes under direction of the Supervisor of Household Arts. Students required to make plans and hand them to the supervisor weekly. Five periods weekly for twelve weeks. Five hours credit.

LIBRARY ART

LIBRARY ART. Classification of books (Dewey decimal system), preparing them for the shelves, cataloging, indexing, system of charging, and other details that will enable teachers to secure the greatest benefit from the use of the library. Five periods weekly for twelve weeks. Five hours credit.

This course may be elected by undergraduates, with the approval of the Dean.

MANUAL ARTS

These courses were primarily intended for those who wish to teach these subjects in this state, and secondarily for those who wish to become acquainted with the subjects of wood and iron working for other reasons.

ART METAL. Piercing, sawing, and filing. Etching

with acids. Hammering metal into bowls, trays, etc. Five periods weekly for the spring term (twelve weeks). Three hours credit.

MANUAL ARTS METHODS. Methods of Manual Arts, including the history and development, methods and devices, shop systems and organization, courses and suitable tools, etc. Five periods weekly for the winter term (twelve weeks). Five hours credit.

MANUAL ARTS PRACTICE TEACHING. Teaching Manual Arts classes of training school pupils, under the direction of the Supervisor of Manual Arts. Students required to outline the work and plans and hand them to the supervisor daily. Five periods weekly for the autumn term (twelve weeks). Five hours credit.

MATHEMATICS

In order to raise the standards of the teaching of mathematics in the high schools of the state, the Normal University offers a wide range of college mathematics, selected and taught with the special problems of the high school teacher in view. The curriculum is flexible, hence the needs of the students are vital factors in determining what courses are offered in any particular term.

MATHEMATICS IV (The Pedagogy of Arithmetic). The course demands wide reading in the pedagogy of the subject, reports, discussions, and the critical study of a text. It aims to acquaint the teacher with the most progressive thought of the day on the teaching of arithmetic and to increase his scholarship in the same. Five periods weekly for twelve weeks. Five hours credit.

MATHEMATICS V (a-b-c). The year is given to trigonometry, algebra, and modern geometry. Those parts of each subject, which are of most value to high school teachers, receive special attention, but sufficient of a standard course in all of them is covered to prepare for future work in mathematics. Five periods weekly for thirty-six weeks. Fifteen hours credit.

MATHEMATICS VI (a-b-c). An introduction to the study of analytic geometry and calculus, which aims to be of equal value to the teacher of mathematics and those preparing to pursue scientific and mathematical studies. Five periods weekly for thirty-six weeks. Fifteen hours credit.

MATHEMATICS VII (a-b). A course in the Pedagogy of Secondary Mathematics. The most difficult parts of high school mathematics are reviewed, but from texts of college rank. The course is based upon the study of many authors on the pedagogy of the subject and upon selections from algebra and geometry. It may include supervised high school teaching.

(a). Five periods weekly for twelve weeks. Five hours credit.

(b). Five periods weekly for twelve weeks. Five hours credit.

In addition to the above work, courses may be elected in projective geometry, advanced analytics, advanced calculus, differential equations, or an introduction to the theory of functions. Not more than one of these courses is offered in any one term. The credit depends upon the amount of work done.

ORATORY

INTERPRETATIVE READING I. A general course in interpretative reading. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

DRAMATIC ART I. A beginner's course in staging one-act plays, supplemented by reading and memory work. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

DRAMATIC ART II. A three-act or four-act play studied and publicly presented by students enrolled in this course. Open to students who have had previous training in dramatic art. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

PSYCHOLOGY AND EDUCATION

GENERAL PSYCHOLOGY. A sufficient knowledge of the facts of consciousness and a sufficient insight into the scientific method to enable the student to pursue the advanced work in the Department of Psychology and the work in the Department of Education. Five periods weekly for the autumn and winter terms (twenty-four weeks). Ten hours credit.

CHILD STUDY. The biological, physiological, psychological and sociological study of the growth and development of the child. Prerequisite: General Psychology I. Five periods weekly for the spring term (twelve weeks). Five hours credit.

PRINCIPLES OF EDUCATION. (Pedagogy). A general view of the field of pedagogical discussion from the psychological viewpoint, to familiarize the student with the fundamental problems of education from the standpoint of the child, and with the particular problems now occupying the minds of educational investigators and thinkers. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the autumn and winter terms (twenty-four weeks). Ten hours credit.

EXPERIMENTAL PSYCHOLOGY. Based on Starch's Experiments in Educational Psychology. Concrete illustrations of the laws governing the learning process. Prerequisites: General Psychology and Child Study I. Five periods weekly for the autumn term (twelve weeks). Five hours credit.

PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. The biological, physiological, psychological, and sociological study of the growth and development of the adolescent. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the winter term (twelve weeks). Five hours credit.

SOCIAL PSYCHOLOGY. Textbooks, lectures and periodicals. Prerequisites: General Psychology I. Five periods weekly for the spring term (twelve weeks). Five hours credit.

PRINCIPLES OF EDUCATION II. Based on Hall's Educational Problems, Volumes I and II, and Moll's Sexual Life of the Child. Special subjects assigned for investigation and reports. Prerequisites: General Psychology I, Child Study I, and Principles of Education I. Five periods weekly for the term (twelve weeks). Five hours credit.

CHEMISTRY

CHEMISTRY II. Qualitative analysis: Laboratory work in the analysis of inorganic mixtures. Quantitative analysis: Laboratory work in elementary quantitative an-

alysis, which offers practice in volumetric determinations. Prerequisites: Chemistry I. Five double periods weekly for thirty-six weeks. Fifteen hours credit.

SOCIAL SCIENCE

GENERAL SOCIOLOGY. This course includes a study of the fundamental factors and principles of evolution, of institution of society, social groups and the organization of groups. The teachings of sociology are applied to social problems. The purpose of this course is to pave the way to the study of special sociological topics. Five periods weekly during the autumn term. Five hours credit.

MODERN SOCIAL BETTERMENT MOVEMENTS. The following topics are considered in this course: Social settlements, public health, infant mortality, fresh air movements, industrial betterment through factory legislation, juvenile courts and other reformatory agencies. Five periods weekly during the winter term. Five hours credit.

GENERAL ECONOMICS. This course includes a study of the fundamental factors and principles of production, consumption, distribution, and exchange. Current topics are correlated with the work of the text to make it more concrete. Five periods weekly during the spring term. Five hours credit.

ALUMNI

Number of Graduates
Comparison

	Commencements	
	1899-1910	1911-20
Academic Department	45	270
*Three-Year Normal Course	12	2
*Four-Year Normal Course	5	..
*Five-Year Normal Course	27	2
*Four Year Normal Course with degree, Bachelor of Pedagogy	31	..
*Six-Year Normal Course with degree, Bachelor of Pedagogy		231
Special Diploma		1
*Seven Year Normal Course with degree, Master of Pedagogy		79
Special Master of Pedagogy Diploma (1899)	1	..
College Course with A. B. in Education...		35
-----		-----
Total	121	620
Grand Total		741
*All Normal Courses are above eighth grade.		

BACHELORS OF ARTS IN EDUCATION

Eight Year Course

Class of 1915

Charles Leonard Schreck

Class of 1916

Drury L. Adkins	*Florence Oella Mair
Freda Frank Appel	Byron Justus Read
Clarence S. Cramer	Edwin Arthur Schreck
Jennie Pearl Hutchinson	
(Mrs. Sidney M. Bedford)	

Class of 1917

Tinnia May Conger	John William O'Banion
-------------------	-----------------------

Class of 1918

Doyle C. Barnett	Edith C. Tickner
	(Mrs. Henry Ward)

Class of 1919

Lucetta Powell Cobb	Humphrey Gray Owen
Myrtle May Hood	Rosalie Pierce Powers
(Mrs. C. A. McMillan)	L. Bell Reed
Charles Wesley Mottinger	Cassie R. Spencer
Ida Gertrude Nolds	

Class of 1920

**Gladys Hamilton Adkins	**Blanche Moss
Emma Brittain	May Rees
William Jarvis Howes	M. Alexander Rogers
Louise Consuelo Jaramillo	Rice Sylvester Tipton
Carolyn V. McClure	**Susie Deane Whitaker
Addie Mair	Ernest Alexander White
Alice Pearl Meader	Emma Ruth Ziegler
Victoria Wilhelmy Miller	

*Deceased.

**Work to be completed.

MASTERS OF PEDAGOGY

Seven Year Course

Class of 1900

Jessie M. Himes

Class of 1912

Frank Carroon

Class of 1913

John C. Baker	Leona Whitworth-Logue
Anna Ryan Bruce	*Florence Oella Mair
Bessie Cavanaugh	Rufus Mead
Mary Esther Hanson	Manette Alice Myers
Margaret Hill	(Mrs. Harry L. Lawson)
Jennie Pearl Hutchinson	Helen Papen
(Mrs. Sidney M. Bedford)	Phillip Power

Class of 1914

Freda Frank Appel	Rose Mae Power
Doyle C. Barnett	Charles L. Schreck
Samuel Jesse Daley	Astyanix Douglas Smith
Arthur E. Edmunds	Rachel V. Smith
Eva Felton	(Mrs. Clyn Smith)
Mabel Ora Hinrichsen	Rice Sylvester Tipton
(Mrs. E. A. Hannah)	Alice Amelia Turner
Buford Harris Kirk	(Mrs. W. H. Devenny)
Kate Hope Livingston	Bernice K. Zingg
	Elmyra Miller

Class of 1915

Drury L. Adkins	Sylvia Pochel
Lena Eldridge	(Mrs. Theo. Fruechthing)
Lorna Ione Johnson	Rosalie Pierce Powers
(Mrs. Walter Cayot)	Byron Justus Read
Charlotte Opal Jones	Edwin Arthur Schreck
Gladys Madeline McVay	Astyanix Douglas Smith
(Mrs. J. C. Stuppi)	Sylvia Maria Vollmer
*Lora Holmes Northrup	Emma Ruth Ziegler
	Belle Norton

*Deceased.

Class of 1916

Maude Adele Hancock	Mary Barris McGriff
(Mrs. G. W. Prichard)	Ruth Hemans Schlott
S. Elizabeth Hart	(Mrs. Eric E. Cletsoway)
Ella Worley Johnson	Jeanette Ward
Frances Louise Lowry	(Mrs. Wm. L. Sells)
(Mrs. Morton J. Howell)	Hazel Effie Webb
	Addie Mair

Class of 1917

Tinnia May Conger	Edith C. Tickner
Florida Gallegos	(Mrs. Henry Ward)
Jennie Vivian Hedgcock	Chella Harryss Van Petten
Louise Consuelo Jaramillo	(Mrs. James W. Maloney)
Marion McMelan	Louise Wells
	Emma Louise Tamme

Class of 1918

Gladys Hamilton Adkins	Wilhelmina Elizabeth Voll
Lucetta Powell Cobb	mer
	Laura Milton Smiser

Class of 1919

Carol Helen Fetzer	May Rees
(Mrs. James C. Johnson)	M. Alexander Rogers
Joseph Frederick Nielson	Margaret Irene Witt
	Mary Elvira Papen

Class of 1920

Mary Natalie Graubarth	Alice Pearl Meader
Elmira Rebecca Greason	Lorraine Marie Trainer
Vesta Addison Kiker	Nellie Preston Wells

BACHELORS OF PEDAGOGY**Six Year Normal Course****Class of 1911**

Nora Elizabeth Anderson	Anna Margaret McMahon
(Mrs. L. E. Anderson)	(Mrs. Edward J. Clare)
Nellie Eunice Ellison	Cornelia Kimball Murray
(Mrs. Robert Meyres)	Daisy Paine
Anna Maybelle Goin	Helen Papen
	Frances Louise Lowry
	(Mrs. Morton J. Howell)

Class of 1912

Anna Ryan Bruce	Pattie Frances Murphy
Mary Esther Hanson	Bertha Margaret Papen
Margaret Elizabeth Hill	Rosalie Pierce Powers
Cora Beale Key	Anna J. Rieve
*Florence Oella Mair	Merle Geraldine Schlott
Mary Dillon McGinn	(Mrs. William J. Norton)
(Mrs. Charles Gmahling)	Emma Louise Tamme
Rebecca McKenzie	Jeannette Ward
(Mrs. Harper Harmon)	(Mrs. William L. Sells)
B Louise Murphy	

Class of 1913

Freda Frank Appel	Daisy Caroline Murphy
John C. Baker	Mae Aloisus Murphy
Maud Wimber Baker	(Mrs. Tom Morrow)
Grace Gertrude Barker	Manette Alice Myers
Mabel Benfer	(Mrs. Harry L. Lawson)
Bessie Cavanaugh	Phillip Power
Samuel Jesse Daley	Rose Mae Power
Alaska Nevada Davis	Charles L. Schreck
Nona Zoe Davis	Myrle Elinor Skaggs
(Mrs. C. O. Dunn)	(Mrs. Oscar O. Noetzel)
Jennie Pearl Hutchison	Astyanix Douglas Smith
(Mrs. Sidney M. Bedford)	Rachel V. Smith
Kate Hope Livingston	(Mrs. Clyn Smith)
Leona Whitworth-Logue	Pryor B. Timmons
Aurora Refugio Lucero	Alice Amelia Turner
(Mrs. Garner D. White)	(Mrs. W. H. Devenny)
Addie Mair	Ella Josephine Young
Mary C. Mc Raynolds	(Mrs. Wallace Hesselden)
Rufus Mead	

Class of 1914

Mabel Baldwin	Agnes Langston
Doyle C. Barnett	Rebecca H. S. Livingston
Marguerite Bernard	(Mrs. C. B. Read)
Gladys Elizabeth Carroon	Enid McGee
Ruth Conrad	(Mrs. George Almes)
*Mabel Teresa Devine	Elmyra Miller
(Mrs. Charles T. Cassidy)	Soledad R. Montano
Arthur E. Edmunds	Ellen Marguerite Murphy
Lena Eldridge	(Mrs. Joseph W. Wootton)
Clara A. Eschliman	*Lora Holmes Northrup
Eva Felton	Gladys Elizabeth Palmer
*Deceased.	

Jennie Vivian Hedgcock	Byron Justus Read
Phebe Hart	Rice Sylvester Tipton
Mabel Ora Hinrichsen	Sarah Gertrude Tooker
(Mrs. E. A. Hannah)	(Mrs. John Shea)
Buford Harris Kirk	Louise Wells

Class of 1915

Drury L. Adkins	Frances Mildred McMahon
Effie Anderson	Mary Louise McMahon
(Mrs. P. E. Carter)	Gladys Madeline McVay
Azelia Elizabeth Austry	(Mrs. Joseph C. Stuppi)
(Mrs. C. H. Thomason)	Louis Calhoun Mersfelder
May Louise Buell	Frances Ford Myers
Lucy Elizabeth Clement	(Mrs. Albert E. Hayward)
(Mrs. H. M. Pedersen)	Belle Norton
Marie Lorella V. Clement	Sylvia Pochel
(Mrs. C. A. SeLegue)	(Mrs. Theo. Fruething)
Florida Gallegos	Edwin Arthur Schreck
S. Elizabeth Hart	Harley H. Seymour
Celia Margaret Hinrichsen	*Beulah Marvin Stagner
Ella Worley Johnson	Mary Katherine Tillman
Lorna Ione Johnson	(Mrs. Ed Sanders)
(Mrs. Walter Cayot)	Lois D. Victor
Charlotte Opal Jones	Sylvia Maria Vollmer
Rose Kellog	Hazel Effie Webb
(Mrs. Ralph T. Ferson)	Emma Ruth Ziegler
Artie Leona McMahon	
(Mrs. Jack Scott)	

Class of 1916

Roscoe Conkling Bonney	Maude Petts
Tinnia May Conger	(Mrs. H. B. Wallenhorst)
Jessie Beatty Evans	May E. Powell
Elmira Rebecca Greason	Edith Sybil Reagan
Gladys Bird Hamilton	(Mrs. Leslie P. Briggs)
(Mrs. Drury L. Adkins)	May Rees
Maude Adele Hancock	Dovie Reynolds
(Mrs. G. W. Prichard)	Ruth Hemans Schlott
Louise Consuelo Jaramillo	(Mrs. Eric E. Cletsoway)
James Hartford Kays	J. W. Thompson
Mary Barris McGriff	Edith C. Tickner
Vivienne Palmer	(Mrs. Henry Ward)
Mary Elvira Papen	Nellie Preston Wells
Rachel Gerry Whitaker	

*Deceased.

Class of 1917

Ione Vera Austin (Mrs. Tillman E. Reiff)	Raymond M. Mickle
Joan Ballantyne (Mrs. Murray Carleton)	Ruth Nahm
Ella M. Baughman	Ruby Neel Neff (Mrs. H. H. Roberts)
John Victor Bieler	Elizabeth Parnell
Lucetta Powell Cobb	Alma Catherine Paulsen
Elvie Bell Fraser	Laura Milton Smiser
Mary Natalie Graubarth	Mabel J. Smith
Mamie Head (Mrs. C. T. Hale)	Alice M. Tipton
Minnie Pearl Kelly	Lorraine Marie Trainer
Vesta Addison Kiker	Henrietta Maria Trujillo (Mrs. Nicholas N. Cordova)
Helen Marr Lindsey	Chella Harryss Van Petten (Mrs. James W. Maloney)
Edith Mae Long (Mrs. E. Pratt Pearson)	Everett M. Webb

Class of 1918

Anna E. Carr (Mrs. Walter A. McCleneghan)	Grace Beatrice Long
Pearl May Daugherty	Nora Geneva Newman
Louisa D. Doll (Mrs. Gibson)	Joseph Frederick Nielson
Nina Porter Fatjo	Judson E. Owens
Carol Helen Fetzer (Mrs. James C. Johnson)	Mabel E. Polk
Arnold Layman Garlick	*Dovie Dodson Rogers
Lola Geisler Grimm	M. Alexander Rogers
Ethel Myrth Hanes	Rebe Helen Sands (Mrs. Wm. W. Phillips)
Ethel Vickery Jewett	Lena Ricketts Smith
Sarah Charlotte Johnson	Juanita Lou Stagner
Clare Vane Koogler	Wilhelmina Elizabeth Vollmer
Jessie Benton Lawrence	Margaret Irene Witt
	Gracelee Woolverton

Class of 1919

Rose Elizabeth Arnold	Laura B. Patrick
William Norman Clyde	Kathryn Phillips
Carrie Irene Codlin	L. Bell Reed
Carrie Covington	Esther Seale
Mamie Lee Crizer	Frances Irene Staron (Mrs. Eugene M. Ammons)
Katherine DesMarais	Ellen Frances Thompson
Nora Margaret Fairly	
*Deceased.	

Iva Chiles Fletcher	Nina Asher Tople
Ruby Hine Forbes	Verne Sene Tuggle
Gladys Mary Keeler	Ethel Marie Umberhine
(Mrs. Harry E. North)	Delia Vawter
Alice Pearl Meader	John Charles Webb
Stella Blaney Palmer	

Class of 1920

**Lucile Mary Laura Baby	**Genevera McMurtrey
Ollie A. A. Beckett	Zadah Loulita Mudgett
Elizabeth Bell	Esther Geyer Oakes
Bessie Chambers Brown	Bernadine O'Connell
Flora J. Brown	Annabelle Pankratz
Florence Kathryn Clyde	Katherine Humphreys
Margaret Lourine	Pritchett
Copeland	Elsie May Reeves
David Emanuel Erickson	Myrtle Gabina Rendon
Fannie Butler Fordon	Alda Esther Rosier
Eugenia Theresa Herber	**Tillie Elvira Schwachheim
Ellen Bowen Herron	Z. Evelyn Sparks
Mary Lydia Holt	Bessie Louise Speck
John Everett Koonce	Mamie Helen Strain
Filemon T. Martinez	Eva Allie Taylor
Phebe McAdams	Ollie Viola Thompson
Edna McKinley	Dula Mai Vickers

Four Year Course

Class of 1899

Mrs. Sallie Hume Douglas	Elba D. Stonerod
Wellington B. Givens	(Mrs. F. R. Lord)
Jessie M. Himes	Mrs. Ella Weltmer

Class of 1900

Flora Barbara Beschle	Maggie Marion Mayers
(Mrs. O. R. Hopson)	Carrie Capitola Tuttle
Gertrude Anna Duhrsen	(Mrs. Montserrat)
Minnie Holzman	

Class of 1901

Charles Burton Barker	Vashti Edna Thomas
Virginia Hendren	Marion Winters
Helen Aurelia McNallen	(Mrs. Erle H. Hoke)
Nellie Stern	

**Work not quite completed.

Leah Georgia Murray *Pearl Frances Rothgeb
(Mrs. J. S. Duncan, Jr.) (Mrs. Theo. Hockemeyer)

Class of 1902

Emerson Atkins	Louisa Kimball Reed
Helen Blake	(Mrs. Frank J. Teague)
Maggie Jackson Bucher	Ada Springer
Mary Edith Cooper	(Mrs. Warren B. Davis)
Helen Maude Ellis	Eunice Pauline Tamme
*Mattie E. Garlick	(Mrs. Herbert Fell)
(Mrs. W. E. Kelley)	

Class of 1903

Mattie Barker	Lillie Gertrude Johnson
(Mrs. J. L. Phillips)	Katherine Edith McConnell
	Pearl Barker
	(Mrs. Lee Hart)

GRADUATES WITHOUT DEGREE

Five Year Normal Course

Class of 1905

Marie Hume Douglas	Louise Sporleder
(Mrs. Frank Bachelor)	(Mrs. A. B. Shelley)
*Irene Whitmore	

Class of 1906

Irma Bell	Ruby Gertrude Schlott
Myron Clayton Benedict	(Mrs. S. A. Connell)
	Laura Hallock
	(Mrs. F. H. Crail)

Class of 1907

Ada D. Albert	*Florence Oella Mair
	Mollie Basinger Austin
*Deceased.	

Class of 1908

Grace Barker	May Howell
*Tessie Devine	(Mrs. Dodson)
(Mrs. C. T. Cassidy)	Addie Mair
Margaret Flint	
(Mrs. E. R. Collins)	

Class of 1909

Artless Jeanette Browne	Bertha Papen
(Mrs. C. P. Trumbull)	Marie Schaefer
(Kindergarten Diploma)	(Mrs. Frank Thompson)
Beulah Meredith Hartman	
(Kindergarten Diploma)	

Class of 1910

Hallie Josephine Doran	Ellen Marguerite Murphy
Mary Adeline Lamb	(Mrs. Joseph W. Wootton)
Mary Dillon McGinn	Jeanette May Robson
(Mrs. George Gmahling)	Helen Cummings Schaefer
Rebecca Rachael McKenzie	(Mrs. Carlos Dunn)
(Mrs. Harper Harmon)	Rachael Dunbar Ward
	(Mrs. Lewis Peterson)

Class of 1912

Jennie Pearl Hutchinson
(Mrs. Sidney M. Bedford)

Class of 1913

Florence Louise Trahey
(Mrs. J. J. McGoey)

Four Year Normal Course**Class of 1904**

*I. Loyola Dillon	Cora Hume Pettijohn
Clara Gerhart	(Mrs. Allen Aldrich)
Anna J. Gohrman	Louise Sporleder
	(Mrs. A. B. Shelley)

Three Year Normal Course**Class of 1905**

*Florence Oella Mair	J. T. Stripling
*Deceased.	

Class of 1906

Ellen Emma Bernard (Mrs. C. A. Hunker)	Vivian Trahey (Mrs. Fred Hess)
Margaret E. Flint (Mrs. E. R. Collins)	Coramay Wagoner

Class of 1907

Anna Onofre Armenta (Mrs. Archuleta)	Marguerite Bernard Ada Susan Martin
---	--

Class of 1908

Margaret Fetz Leah Ketcham	Marie Mueller (Mrs. Floyd)
-------------------------------	-------------------------------

Class of 1911

Nora Fances Trahey (Mrs. Floyd Sulier)	Ella Josephine Young (Mrs. Wallace Hesselden)
---	--

SPECIAL DIPLOMA CLASS OF 1913

Artie Leona McMahon
(Mrs. Jack Scott)

NORMAL TRAINING HIGH SCHOOL**Class of 1901**

Herbert Watson Clark	Edward John McWenie
James Luther Flint	Eva Springer
Charles Wesley Givens	

Class of 1902

Helen Blake	Louisa Kimball Reed
Clarence Swain Browne	(Mrs. Frank J. Teague)
*Norris Emery Cochran	Ada Springer
Mary Sophia Gilchrist	(Mrs. Warren B. Davis)
Wynne Alexander Glassford	Eunice Pauline Tamme
	(Mrs. Herbert Fell)

*Deceased.

Class of 1903

Janete Carol Danziger	Cora Hume Pettijohn
(Mrs. S. Hoffman)	(Mrs. Allen Aldrich)
*George William Degner	Edward Thomas Springer
Harry Douglas Hoskins	

Class of 1904

Olive Lila Barnes	Anna J. Gohrman
Myron Clayton Benedict	

Class of 1905

Elliot Barker	Charles G. Hedgcock
Joseph S. Bowman	Pablo Hernandez

Class of 1906

Margaret Cavanaugh	Rebecca McKenzie
Vera Claire Gehring	(Mrs. Harper Harmon)
(Mrs. E. A. Norton)	Earl Archer Norton
Daniel Tilden Hoskins	May Ross
Florence Tilden Hoskins	(Mrs. H. H. Conwell)
(Mrs. O. H. Gosch)	Alice Irene Smith
	(Mrs. H. W. Wyntht)

Class of 1907

Artless Jeanette Browne	Edward S. Comstock
(Mrs. C. P. Trumbull)	Judd A. Dettrick
Edith Mildred Browne	J. Theodore Stripling

Class of 1908

Samuel J. Daley	Herbert W. Gehring
-----------------	--------------------

Class of 1909

Benjamin Armijo	Geraldine Lang
-----------------	----------------

Class of 1910

Anna Ryan Bruce	Jeanette Ward
Emma Louise Tamme	(Mrs. Wm. L. Sells)

Class of 1911

Alida Gustava Carlson	Joshua DeVere Powers
Aurora Refugio Lucero	Sylvia Maria Vollmer
(Mrs. Garner D. White)	
*Deceased.	

Class of 1912

David Marion Barker
 Arthur Hobart Comstock
 Tillie Emily Ehrich
 (Mrs. C. J. Saxton)
 Jennie Vivian Hedgcock
 Lorna Ione Johnson
 (Mrs. Walter Cayot)

Jose Juan Alfredo Lucero
 Soledad R. Montano
 Phillip Neri Sanchez
 Myrle Elinor Skaggs
 (Mrs. Oscar O. Noetzel)
 Sarah Gertrude Tooker
 (Mrs. John Shea)

Class of 1913

Fabiola Cabeza de Baca
 S. Omar Barker
 Agnes Brinegar
 Henry LeRoy Brown
 Lucy Elizabeth Clement
 (Mrs. H. M. Pedersen)
 Marie Lorella V. Clement
 (Mrs. C. A. SeLegue)
 Frank Morgan Culberson
 Willie Mae Culberson
 (Mrs. William Elliott)
 Elizabeth Grace Elliott
 (Mrs. Emile Clement)
 Carl Ellis
 *Lucy Madeline Floyd
 (Mrs. F. L. Miller)
 Solomon Gallegos
 Edna Beatrice Gerard
 (Mrs. Carl Ellis)

**Leonard Hoskins
 Pauline Jaramillo
 (Mrs. Z. A. D'Armours)
 Rose Kellogg
 (Mrs. Ralph T. Ferson)
 Clare Vane Koogler
 Lorena Rachael Livingston
 (Mrs. W. A. Cloman)
 Rebecca H. S. Livingston
 (Mrs. C. B. Read)
 Howard Bjornsen Petersen
 Mina Pochel
 (Mrs. Oliver Oxley)
 Phebe Tillinghast Russell
 (Mrs. Edward C. Smith)
 Manuel Antonio Sanchez
 Chesley Hilburn Thomason
 Everett Howard Tipton
 Alfonso Jose Trujillo

Mary Ethel Hays
 (Mrs. Alfred Mueller)

Class of 1914

Sarah A. Ackerman
 (Mrs. Wendell P. Cook)
 Azelia Elizabeth Austry
 (Mrs. C. H. Thomason)
 Nelle B. Sanders
 (Mrs. Simpers)
 Ershel Weaver Campbell
 Jeanette Carver

Frank Elliott Landau
 Octaviano Ambrozio Larrazolo, Jr.
 Alfred Livingston, Jr.
 Lorraine Fort Lowry
 Sylvia Pochel
 (Mrs. Theo. Fruething)
 Theo. Hawthorne Skinner

**Killed in action, June 28, 1918, somewhere in France.

Class of 1915

Anna Elizabeth Carr	Esther Geyer Oakes
Frank Watrous Condon	Maude Rader Patterson
Hazel Pearl Gerard	Volney Archer Poulson
(Mrs. Frank W. Roberts)	Frank Harold Hanna Roberts
Mary Natalie Graubarth	Mary Romero
Gladys Bird Hamilton	(Mrs. Herman Behrens)
(Mrs. Drury L. Adkins)	Jane Traylor
Ethel Leah Harper	(Mrs. L. H. Burns)
(Mrs. Leslie J. Dean)	Henrietta Maria Trujillo
Louise Consuelo Jaramillo	(Mrs. N. N. Cordova)
Juanita Jewett Kilgore	Kathleen Turner
(Mrs. C. B. Urton)	La Rissa Antoinette White
Edward Lee McCullough	Artie Leona McMahon
	(Mrs. Jack Scott)

Class of 1916

Drury L. Adkins	Josephine Anna Murphy
Blanche Ross Carson	(Mrs. Beech Pinney, Jr.)
Lucetta Powell Cobb	Anna Marie Nolan
Rose Louise Condon	(Mrs. Thomas P. Clark)
Clarence S. Cramer	Anna Laura Pardon
Lucy Opera Culberson	Mabel E. Polk
Carl Ehrich	Katherine Humphrey
Elvie Bell Fraser	Pritchett
Margaret Frazier	May Rees
Martha Bernice Fry	Edwin Hoffman Rosenthal
Leona Hazel Greenclay	Florentino Enrique Sanchez
(Mrs. Henry G. Frankel)	Carlos Spiess
Mary Oldham Harris	Dorothy Jane Talbot
(Mrs. James G. Guinotte)	Bernardo Trujillo
Eudora Estelle Harris	Margaret Wright Tutwiler
Troy Jenkins	Wilhelmina Elizabeth Vollmer
Edith Mae Long	Harry Vorenberg
(Mrs. E. Pratt Pearson)	Eleanor Catherine Whistler
Addie Mair	Margaret Irene Witt
*Florence Oella Mair	

Class of 1917

Maria Eliza Armijo	Netta Knowles
Herman Ilfeld Bacharach	(Mrs. Ward)
Maude L. Blaney	Grace Beatrice Long
Mabelle Ozell Boucher	Christine Clara Mair
Orial Curtis	Julia Masten

Elizabeth Annie Dunlap	Zella Mayes
Jeanette Eller	Sadie J. McCaw
Gertrude Elliott	*Mabel Morrison
David E. Erickson	(Mrs. L. C. Tyler)
Julian Graubarth	Golden D. Neff
Effie J. Gross	Joseph Frederick Nielson
(Mrs. C. H. Southern)	Thelma Reagan
Anne L. Harris	Myrtle Gabina Rendon
Mae Kennedy	Iona Stevens
Olivia Kennedy	Verne Sene Tuggle
Alice D. Kier	Nellie Lee Wagner
(Mrs. Ralph Goodrich)	Roxy Walters
	Lola Yessler

Class of 1918

Henry Caldwell Archibald	Leslie Larremore
Emilie Mathilde Baca	Cecelia Leyden
Myrtle Norvell Billau	Alta Marie Morgan
John Donald Lynch Blevins	William Frederick Moore
James Brown	Mildred Deming Myers
Julia Katherine Cazier	Carroll Jasper Pendergraft
Neva Vivian Chambers	Marion Dorothy Place
(Mrs. Merrill Van Slyke)	(Mrs. Charles Kohl)
Mary Luella Condon	Elsie May Reeves
Frances Delgado	Arthur Rogers
Rumalda Delgado	Retha Helen Sale
Katherine DesMarais	(Mrs. Leo Regensberg)
Olivia Louise Deutschmann	Placido L. Sanchez
Murl Douglas	Laura Milton Smiser
Millicent Hart Fisher	Juanita Lou Stagner
Hufiano Gallegos	Ben N. Strickfaden
Ida Harper	Eva Allie Taylor
Mary McCutcheon Harris	Frances Harriett Tooker
Hazel Hauser	Severino Trujillo, Jr.
Carrie Higbee	Emily Bertha Tschann
Lilly Belle Hopson	(Mrs. Paul S. Lomax)
Max Ilfeld	Ollie Glick Underwood
Luke Jackson	Martha Woolworth
Lena Langston	Mary Leonor Wright
Pearl Lapp	Robert Mowry Zingg
	Margaret Larkin

Class of 1919

Helen Marie Allison	Nellie Josephine Logan
Jose Enrique Armijo	Filemon T. Martinez
*Deceased	

T. Russell Baker
 Teresina Barela
 Pearl Hattie Beck
 Emily Blattman
 Amy Way Brinegar
 Margaret Virginia Chancellor
 Mildred Lucile Cobb
 Anna Barbara Conant
 Alice Garfield Counett
 Pearl Colbaugh Crossett
 Noel Isabelle Daugherty
 Vera Flodel Davies
 Margaret Foley
 Mary Catherine Fritz
 Elberto B. Greenberger
 Margaret Beatrice Hall
 Saul Harberg
 Vivia Mariam High
 Grace Hollingsworth
 Thelma Leone Horn
 Katherine Larkin
 Nellie Josephine Logan

Filemon T. Martinez
 Charles Alfred Massegee
 Margaret Amy Massegee
 Sketchley L. Moore
 Susan Brayton Moore
 Evangelina Barela Mortimore
 Fannie Millicent Peiffer
 Lillian Belle Peiffer
 Essie Wesner Pepperd
 Helen Pfinsten
 James Stewart Ross
 Thelma Ross
 Blanche Adele Sain
 Maude Beatrice Scott
 May Shipley
 Selina Almyra Sizer
 William Horton Spillers
 Isabelle Strausen
 Pearl Suter
 Lucile Martha Swallow
 (Mrs. Paul William Harr)
 Lois Agnes Tipton

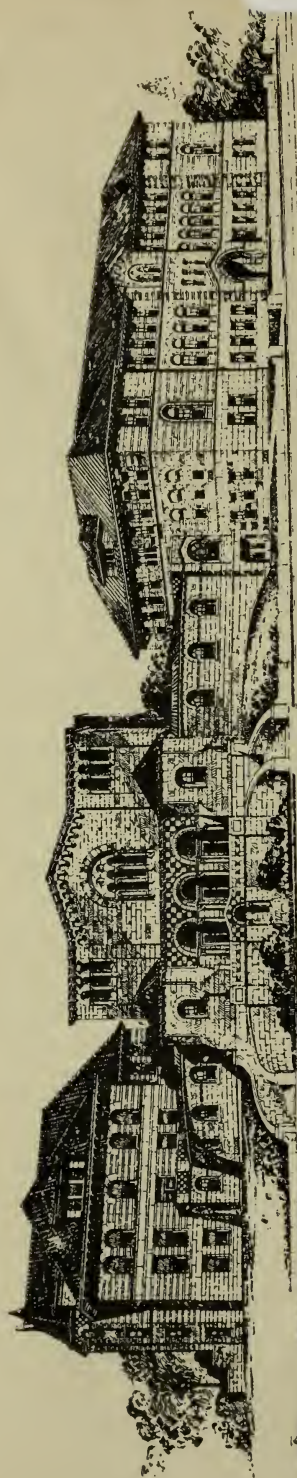
Class of 1920

Mildred Matilda Anderson	Aileen Laird
Martha Lewis Buckner	Amelia Martinez
Margaret Burt	William Marion McDonald
Myrtle Copeland Campbell	Evelena Athalie Newman
Thelma Pauline Cochrane	Ann May Osmond
Elsie Lee Cross	Mary Ala Redpath
Ethel Danziger	Rebecca Amelia Rendon
Felipe Delgado	Joab E. Romero
Samuel Penrose Donig	Charles L. Rose
Mary L. Eads	Emilio Sabino Sanchez
Damon Harris Emerson	Minnie Ellen Sullivant
Faye Edith Evans	Ollie Viola Thomason
Daisy Lilian George	Gladys Blanche Tipton
Constance Byread Goodner	Eunice Al Viza Tompkins
Loyce Ima Graham	Winona Catherine Traylor
Rachel Ruth Hailey	**Dorothy Trumble
Noel Glenn Hauser	**Naomi Belle Underwood
Helen May Hodgkin	**E. Horton White
Violet Caroline Hoffman	Olla Sabyna White
Mernice Lois Howe	Beulah Newman Wright
Peninnah Caroline Kunkle	Mary Elizabeth Young

**Work to be completed.



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SPRINGER HALL.

ILFELD AUDITORIUM.

ADMINISTRATION BUILDING.
NEW MEXICO NORMAL UNIVERSITY
LAS VEGAS, NEW MEXICO.